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ABSTRACT

This curriculum guide for secondary teachers outlines resource units in civics. Although intended for use by teachers in Louisiana, the guide can be used or adapted by educators in any state. The guide includes six sections dealing with the following topics: introduction to citizenship, national government, state and local government, international relations, consumer economics, and the law and civic education. From one to four units are outlined within each section. Objectives, concepts, generalizations, and learning activities and a vocabulary list are provided for each unit. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. Also included are a bibliography of student materials and a discussion of evaluation techniques. The appendix contains two skills charts. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

CIVICS CURRICULUM GUIDE

Secondary Social Studies

BULLETIN 1600

1981

Issued by

Office of Academic Programs

J. KELLY NIX

State Superintendent

SO013 850

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FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for Social Studies were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Social Studies curriculum guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the 1980-81 pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J Kelly Nix

J. KELLY NIX
State Superintendent of Education

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LOUISIANA SOCIAL STUDIES PROGRAM

RATIONALE

Any curriculum plan should address questions of what is to be taught, to whom, and in what arrangement. It also must be concerned with who decides upon these matters. The central focus of the Louisiana Social Studies Program is the child or youth to be educated, and the program is designed for all the children of all the people of the state who choose to enroll in grades K-12 of the public schools. It is assumed that all persons are educable and that there should be a common minimal core of goals for all. Knowledge about individual differences is applied through providing differentiated recommended means to attain the minimum standards. These means include a variety of activities and resources from which to choose. It is also important to note the assumption that, while the state has responsibility with regard to minimum programs for all students of the state, local systems, schools and classrooms must still define and provide for individual and community needs.

The knowledges, skills and attitudes treated in the Louisiana Social Studies Program guides are arranged in a developmental sequence from grades K-12 to provide a cohesive, cumulative program designed to improve the quality of learning. Statewide testing has identified past shortcomings in achievement in social studies. The present guides are designed to promote improved performance in those areas. The program arrangement or design places emphasis at the elementary school level upon acquisition of skills in a context of social studies content. The middle school grades articulate between the elementary school emphasis on skills and the secondary school emphasis on content as well as the changes from the self-contained classroom to departmentalized patterns. At the secondary level, emphasis is upon further development and application of skills to new learning tasks. At this level, the activities using study, reasoning, discussion and group participation skills previously introduced are necessary to the continued development of these skills and to the attainment of overall course goals. It is also assumed to be the case that, while there are few specific affective objectives within the secondary course guides, the activity selections are proper means to affective development for adolescents in the public high schools. The activity program for students encompasses learning procedures with potential for increasing interest, empathy, sense of justice, respect for others and other attitudes consistent with democratic values. Thus, the arrangements of objectives, content and activities are integrally structured so that they will contribute to the attainment of program goals and course objectives.

Decisions about what is to be taught are made through the democratic structure and processes established by the state of Louisiana for enactment of school laws and policies. Professional aspects of the curriculum development tasks have been designed to fulfill the principle that the quality of decisions can be improved through involvement of all parties concerned and having contributions to make. Representation of a broad array of educators has been provided throughout. Materials developed by other school systems have been sampled, and recommendations by professional and scholarly societies have been analyzed in relation to the Louisiana curriculum development project. The overall framework with explicit written documents also lends itself to accountability and to continuing improvement.

It seems proper to conclude this statement of the Louisiana Social Studies Program Rationale with Thomas Jefferson's broad and enduring statement of the rationale for American public education:

> "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

LOUISIANA SOCIAL STUDIES CURRICULUM PROGRAM GOALS

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge of new situations and data by:

  A. Acquiring knowledge about social organization.

  B. Acquiring knowledge about the relationships between human beings and social environments; understanding some of the effects of these relationships, and making value judgments about the consequences of these relationships.

  C. Acquiring knowledge about the relationships between human beings and the physical environment; explaining some of the effects of these relationships; and making value judgments about the consequences of these relationships.

  D. Acquiring knowledge about decision-making processes.

  E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.

  F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values and behaviors.

  G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.

  H. Acquiring knowledge about some of the influences, beliefs and values have on relationships between people.

II. Develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifying issues by:

  A. Identifying the central problem in a situation; identifying the major issue in a dispute.

  B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.

  C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

D. Demonstrating ability to use reliable sources of information.

E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.

F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validating outcome of investigation.

H. Appraising judgments and values that are involved in the choice of a course of action.

III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; and develops a positive self-concept by:

A. Expressing awareness of the characteristics that give one identity.

B. Expressing awareness of one's goals (aspirations), the goals of the groups with which one identifies, and correlating those goals.

C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.

D. Examining own beliefs and values and the relationship between these and behavior.

E. Developing the human relations skills and attitudes necessary to communicate with others.

F. Expressing awareness of the physical, intellectual and social conditions of human beings, and suggesting ways these can be improved.

G. Demonstrating a commitment to individual and group rights and acting in support of equal opportunities.

H. Demonstrating effective involvement in social interaction.

I. Developing a positive feeling about oneself.

LOUISIANA SOCIAL STUDIES PROGRAM

Scope and Sequence

The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies education program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, geography, history, political science, and sociology for course content. The design of the elementary program, then, is shown to be multidisciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills, then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child - the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies and World Studies. The middle school grades then reverse this pattern. World Studies in the sixth grade is followed by American Studies and then moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides have been developed are Civics, Free Enterprise, and American History. Special note should be made of the sequence of themes in the Civics guide.

The Civics guide uses a sequence at variance with the order listed in the sequence of themes depicted in the Scope and Sequence Chart. The focus of study within the sequence of themes moves from Family Community, School and Local Committees, Regional Studies, World Studies, United States Studies, Louisiana Studies into separate subjects at the high school level. Content sequence in the Civics guide is arranged as follows: The Family and School Unit, National, State and Local Government, International Relations, Consumer Economics, and the Law and Civic Education.

Deviation from the Scope and Sequence Chart for this course was done for several reasons. This change reflects prevalent practice in Louisiana schools in that the teaching of national government precedes that of state and local government. Most textbooks used in Louisiana civics classes adhere to this sequence, and teachers who piloted the guide suggested this alteration. This sequence is pedagogically sound because it provides opportunities to develop conceptual antecedents extremely useful in the teaching of both state and local government. For instance, concepts such as constitutional government, separation of powers, and representative government are examples of general concepts that can be developed and refined as students study national and then state and local governments. In addition, this sequential change will increase the utility of the Civics guide for teachers.

The change in the sequences of themes should not, however, preclude any teachers from altering the sequence to meet the needs of their students. The overriding concern of teachers should be how well the sequence enables their students to master the associated competencies. To this end, teachers are encouraged to analyze the sequence and to judge for themselves how well it meets the needs of their individual students.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these shows those skills that are shared with other subjects and the other shows those that are major responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels that they are to be introduced, developed, mastered, and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, parameters of the Louisiana Social Studies Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews and suggested activities and resources. Collectively, these features seek to fulfill the ABC's of curriculum--articulation, balance and continuity and, thereby, provide a cumulative, developmental framework for Louisiana's children and youth.

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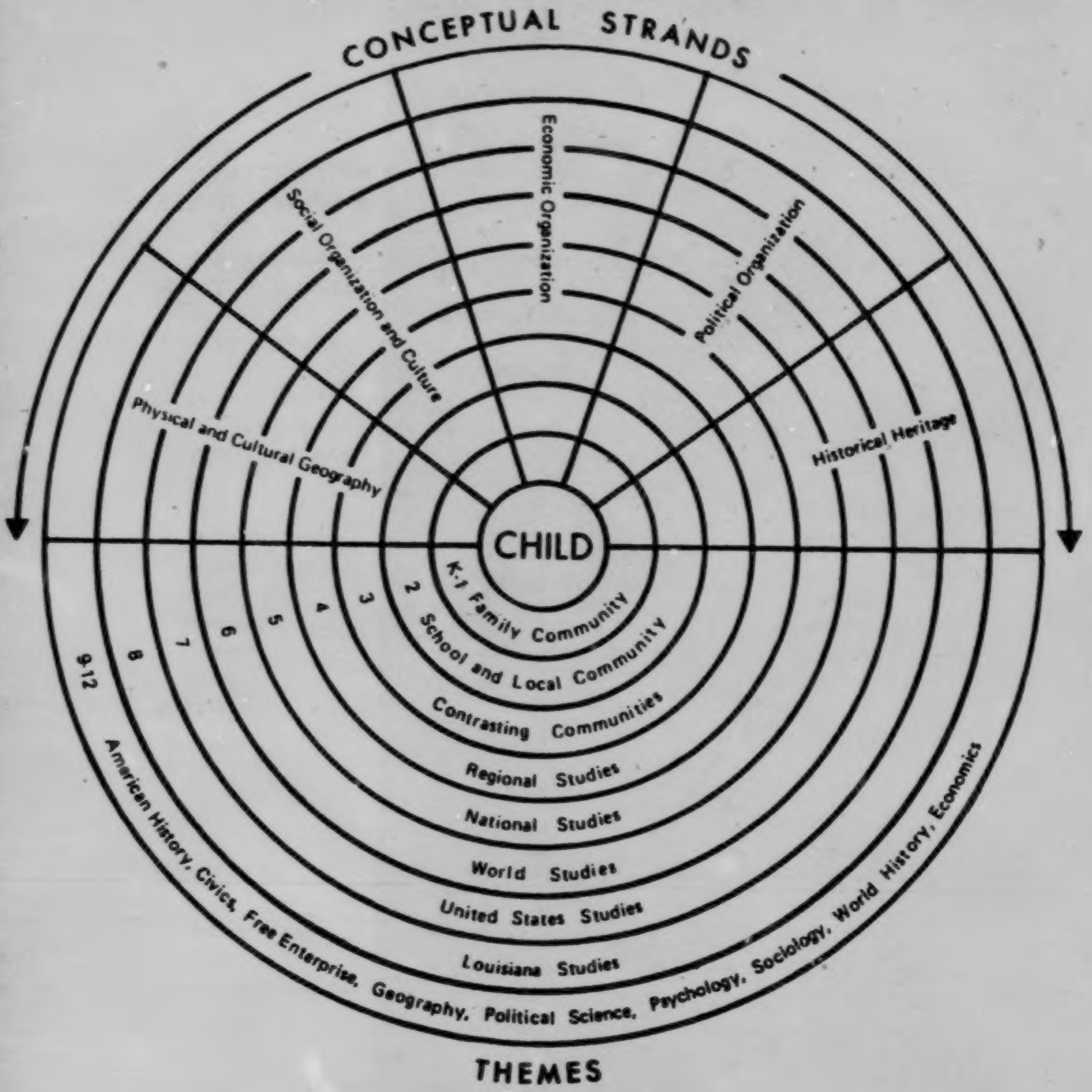
CONCEPTUAL STRANDS
Economic Organization
Social Organization and Culture
Political Organization
Physical and Cultural Geography
Historical Heritage
CHILD
K-1 Family Community
2 School and Local Community
3 Contrasting Communities
4 Regional Studies
5 National Studies
6 World Studies
7 United States Studies
8 Louisiana Studies
9-12 American History, Civics, Free Enterprise, Geography, Political Science, Psychology, Sociology, World History, Economics
THEMES

I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

CONCEPTUAL STRANDS CHART

Physical & Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Types of economic systems	Types of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture Food Dress Customs Language Education Recreation Music Art Architecture Literature Inventions	Market characteristics	Law	Values and beliefs
Ecology	Social change	Production	Citizenship Loyalty Patriotism Rights Responsibilities	International relations
	Moral & Spiritual Values	Specialization		Traditions
	Ethnic Groups & Contributions	Supply and demand		Landmarks
	Behavior	Money and banking		Contributions of individuals
		Consumerism		
		Technology		
		International trade		
		Networks (Transportation and Communication)		
		Economic Growth		
		Role of government		

USING THE GUIDE

Skills Charts

Note that there are two skills charts in the appendix. One of these charts identifies skills that are to be cooperatively developed and are, therefore, *shared* responsibilities of social studies teachers and others. The other chart designates those skills which are the *major* responsibility of the social studies program. These charts have been adapted from skills charts developed by the National Council for the Social Studies. The skills are listed and coded to indicate the nature of responsibility for each grade level. One asterisk means that the skill is to be introduced at the grade level indicated. Two asterisks mean that work is ongoing toward mastery. Three asterisks denote the grade level at which the skill should be mastered. Subsequently, practice is to be continued and some skills are to be developed at increasingly more sophisticated levels. This continuation is shown by four asterisks. These two charts provide a guide to be developed and used at various levels of pupil progression and should facilitate analysis and planning for advancement and remediation.

Pupils develop skills more effectively where there is systematic instruction and continuing application of the skills. The following prinicples of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The pupil should be helped to understand the meaning and purpose of the skill in order to stimulate motivation for developing it.

3. Careful supervision should be provided in the first attempts to apply the skill so that correct habits will be formed from the beginning.

4. Repeated opportunities to practice the skills should be provided along with immediate evaluation so that future efforts may be guided by knowledge of successful or unsuccessful performances.

5. Individual help based upon diagnostic measures and use of selective follow-up exercises should be provided. Not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex. Growth in skills should be cumulative as the learner moves through school. Each level of instruction should build upon and reinforce what has been taught previously and lead toward subsequent development.

7. At each stage students should be helped to generalize the skills by applying them in many and varied situations. In this way maximum transfer of learning can be promoted.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner. Many skills should be developed concurrently.

In applying these principles, teachers should remain aware that although it is possible to make a general plan for continuity in skill development, it is not possible to set a precise place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher working with a specific class. True continuity in skill development is that which is developed with the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

The suggested grade placements indicated in the chart are based upon a combination of current practice and the subjective judgments of many teachers, including the authors. The recommended placements reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instructions in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

Activity Charts

Each section and/or unit of the course includes an orienting Overview and a Content Outline for that part of the course. The Activity Charts are set up to show relationships among objectives, concepts and generalizations, sections of course content, and activities. The parts are designed so that the content serves to clarify the objectives and the activities provide for application of developing skills. Each section and/or unit includes suggested references to encourage teacher reading and to facilitate pupil guidance.

Since Social Studies has a special vocabulary, students must have a good understanding and a working knowledge of the unique words, terms and phrases of Social Studies in order to be successful in the classroom. A suggested Vocabulary List is also included at the end of each unit. Teachers are encouraged to emphasize vocabulary development throughout the course of study.

Minimum Competencies

An asterisk beside an objective means that it is a minimum competency and, therefore, subject to testing. The minimums are not intended to become the only objectives for the programs. Clearly, some situations will be conducive to pursuit of all the suggested objectives. Others will require additional objectives pertinent to teaching skills, meeting individual needs, pursuing local purposes, and so on. It should be kept in mind that it will be at least twelve years before any student will have completed the total program. There will also be program changes, transfer students, and other conditions such that good instructional practice will continue to require informed adaptation to the local situation.

Activities

The concept of minimum essentials necessarily implies that mastery of the competencies is the minimum aim for all pupils. While these objectives are the same for all students, there are diverse means for seeking mastery. The Activity Charts are designed to include three levels of approaches.

The activities are designated as follows:

"A" are for students achieving at grade level.
"B" are for students who are behind grade level.
"C" are for advanced students.

The matching of students with activity levels is a task of the classroom teacher and may be accomplished in a variety of ways. Additionally, teachers should use their professional judgment in modifying any activity to suit the particular needs of their students. There is no requirement that a particular student always be assigned the same level of activity. One individual may be assigned "A" level for some objectives, "B" level for others, and "C" level for still others. A given class may or may not have students assigned to all three levels of the activities.

Concepts and Generalizations

The primary concepts that are recurrently dealt with in the Louisiana K-12 Social Studies Program are identified in the Conceptual Strands Chart accompanying the Scope and Sequence section of this guide. Each Activity Chart also has identified concepts specific to the study at hand.

Neither concept statements nor the generalizations should be read or given to the student in any manner or form. They are intended to be outcomes or understandings derived by the students from engaging in the activities and studying the various topics. As recent investigations have pointed out, the most permanent learning is that which takes place through individual discovery. The instructional program should be implemented in such a way that the concepts and generalizations will be developed by the pupils. The concepts may also be used as guidelines for testing and measuring the student's understanding and comprehension of the basic ideas.

Teaching Units and Lesson Plans

Each teacher will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. These latter plans should include the necessary adaptations for particular individuals, classes, and settings. For example, introductory interest-arousing techniques and culminating features of lessons and units need to be designed with and for the local participants. Some objectives may be deleted or augmented. Locally available reference materials must be identified. Application exercises must be suited to the locale. Also, a model teaching unit is included in the guide to assist teachers in the development of similar units appropriate to the course. The purpose of this unit is to assist teachers in organizing a unit of study using various sections of the guide. A unit is nothing more than a way of organizing for teaching. A teaching unit can be devised only by the classroom teacher who will be teaching that unit to a particular group of students. Here, specific topics, content, objectives, resources, and teacher techniques which suit the abilities and needs of those students are decided upon and used.

Teacher-made tests need to be designed for the program that is actually taught. These should include selected evaluative activities pertinent to the minimal essential competencies as well as other aspects of the program of the class. Some suggestions relating to evaluation are provided in the present guide.

Course Content Outline

Civics

Section One: Introduction to Citizenship

Unit

I. Information for Citizens
II. The Family Unit
III. The School Community
IV. Group Participation Using Parliamentary Forms

Section Two: National Government

V. Our American Heritage
VI. The Structure of the Federal Political System
VII. The American Political Process

Section Three: State and Local Government

VIII. State Government
IX. Local Government

Section Four: International Relations

X. International Relations

Section Five: Consumer Economics

XI. The American Consumer

Section Six: The Law and Civic Education

XII. The Law and the Citizen

ACTIVITIES PROGRAM

CIVICS COURSE OBJECTIVES

Section One: Introduction to Citizenship

Unit I. Information for Citizens

On completion of these studies the student will:

1. identify sources of information available to a citizen.
2. * recognize common fallacies and errors of reasoning.
3. * recognize common propaganda techniques.

Unit II. The Family Unit

On completion of these studies the student will:

1. explain how the family functions as the basic unit in society.

Unit III. The School Community

On completion of these studies the student will:

1. identify and explain the structure and functions of his school community.

Unit IV. Group Participation Using Parliamentary Forms

On completion of these studies the student will:

1. * demonstrate the ability to use parliamentary procedures.
2. describe and apply major concepts involved in organizing a group and conducting a meeting.

Section Two: National Government

Unit V. Our American Heritage

On completion of these studies the student will:

1. * identify differences in various kinds of government.
2. state reasons why people need government.
3. identify documents which influenced early leaders and had an impact on American constitutional history.
4. list the reasons why the colonies declared their independence from England.

*Asterisks are used to identify the Minimum Competencies.

5. list the strengths and weaknesses of the government under the Articles of Confederation.
6. compare the form of government provided by the Articles of Confederation with that established by the United States Constitution.
* 7. discuss the major principles of Constitutional government.
8. list and discuss the rights guaranteed by the first ten Amendments to the Constitution.

Unit VI. The Structure of the Federal Political System

On completion of these studies the student will:

* 1. give reasons why the writers of the Constituion created a bicameral legislature.
2. list the privileges and restrictions of members of Congress.
3. recognize the leaders of Congress and tell how they are chosen.
4. identify the major types of congressional committees.
5. trace the progress of a bill through both houses of Congress and explain how it becomes a law.
* 6. identify the powers of Congress and those powers denied to it.
7. identify the qualifications for membership and special powers of each house of Congress.
* 8. describe the electrion process for Senators and Representatives in Congress.
* 9. describe the formal and informal requirements that candidates for President and Vice President of the United States must meet.
*10. identify the powers, roles and/or functions of the President.
11. list the functions of the Vice President.
12. list the order of Presidential succession.
13. recognize the work of each of the executive departments (Cabinet).
14. identify and briefly describe the work of selected executive agencies and the Office of the President.
*15. explain differences betwee common law and statutory law.
*16. list six major procedures that have been established to insure a fair trial.
17. identify kinds of cases over which the federal courts have jurisdiction.
18. name the principal kinds of federal courts in the United States and tell what kinds of cases come before each.
*19. describe the role of John Marshall in the development of the Supreme Court.
20. identify reasons for the continual rise in government cost.
*21. describe the purposes of taxes.
22. identify major rules of taxation.

*Asterisks are used to identify the Minimum Competencies.

23. list means of raising money for governmental needs other than taxation.
*24. define several kinds of taxes.
25. discuss how tax money is collected.
26. analyze and compare the current federal budget with that of five years ago.

Unit VII. The American Political Process

On completion of these studies the student will:

* 1. explain the role of political parties.
2. explain the role of special interest groups in our democratic society.
* 3. explain what citizens must do to register to vote.
* 4. discuss the differences between primary and general elections.
* 5. describe steps in our election of the President.

Section Three: State and Local Government

Unit VIII. State Government

On completion of these studies the student will:

1. compare common features of most state constitutions.
* 2. describe the composition of the Louisiana legislature.
3. examine the effect that various pressure groups have on legislation.
4. identify the powers and duties of the governor.
5. analyze the present structure of the executive department and assess its strengths and weaknesses.
6. describe the composition of the state judiciary.
* 7. list and describe kinds of cases which come before state courts.
* 8. list six sources of revenue for state government.
* 9. list at least three current problems in Louisiana and discuss each.

Unit IX. Local Government

On completion of these studies the student will:

* 1. differentiate between types of local governments.
* 2. identify selected parish officials and their duties.
3. identify the major services of local government.
* 4. identify the major sources of revenue at the local level.
5. examine selected problems and issues of local government.

*Asterisks are used to identify the Minimum Competencies.

Section Four: International Relations

Unit X. International Relations

On completion of these studies the student will:

- * 1. discuss the powers the President has over international relations.
- 2. identify duties of the State Department and its officials.
- * 3. explain roles that Congress plays in the conduct of international relations.
- 4. identify major periods in the history of American international policy.
- 5. diagram the organization of the United Nations.
- 6. explain the nature of Communist dictatorship.
- 7. discuss why America began a policy of containment.
- 8. name ways in which the United States seeks peace through alliances and aid.
- 9. explain America's policy toward Third World Nations.

Section Five: Consumer Economics

Unit XI. The American Consumer

On completion of these studies the student will:

- 1. list buyer sources of information and general steps to follow when deciding to buy something.
- * 2. prepare a budget.
- * 3. identify procedures used in savings and checking accounts.
- * 4. identify the concepts used in insurance transactions.
- * 5. differentiate between consumer credit and installment buying and define bankruptcy.
- 6. write a description of a job related to a selected career interest.
- * 7. fill out a standard job application with accuracy and thoroughness.

Section Six: The Law and Civil Education

Unit XII. The Law and the Citizen

On completion of these studies the student will:

- 1. explain the origins and functions of our legal system.
- * 2. define criminal law and civil law.
- 3. recognize examples of laws passed by legislative bodies.

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*Asterisks are used to identify the Minimum Competencies.

CIVICS

Section One. Introduction to Citizenship

Unit I. Information for Citizens

Overview

Information about all aspects of our society is available to the citizen from many sources. Some information is objective and some is developed to influence the citizen in a specific manner. For instance, part of the work of lobbies and other special interest groups is to influence legislation in certain directions.

The studies in this section of the curriculum are designed to help students to recognize propaganda techniques and errors of reasoning. They are to learn how to identify and locate sources of civic information and techniques for using these sources. They are to use selected evidence in classifying information. These attainments are expected to upgrade the quality of both scholarship and citizenship.

* 4. identify rights of United States citizens under the Constituion.
5. differentiate among the types of youth who have special needs in society.
* 6. research and explain legal procedures for juveniles who are accused of community crimes.
* 7. identify and explain recent court decisions extending the rights of adults to juveniles.
* 8. differentiate between misdemeanors and felonies.
* 9. explain the differences and similarities between adult prisons and correctional institutions for juveniles.
*10. identify methods of obtaining legal assistance.
*11. recognize the citizen's responsibility in our system of law.

*Asterisks are used to identify the Minimum Competencies.

CONTENT OUTLINE

Section One. Introduction to Citizenship (Six Weeks)

Unit I. Information for Citizens

- A. Locating and Assessing Information
  - 1. Sources
    - a. Officials and agencies
    - b. News media
      - (1) Radio
      - (2) Newspapers
      - (3) Television
    - c. Library
  - 2. Evaluating sources
    - a. Check for facts vs. opinions
    - b. Check for errors of reasoning
      - (1) Hasty generalization
      - (2) Non-sequiter
      - (3) Post hoc, ergo propter hoc
      - (4) False analogy
      - (5) Bandwagon
      - (6) Either-or fallacy
      - (7) Oversimplification
      - (8) Appeal to emotion
      - (9) Poisoning the well
      - (10) Red herring
      - (11) Appeal to ignorance
      - (12) Abandonment of discussion
    - c. Check for propaganda techniques
      - (1) Soft soap
      - (2) Glittering generality
      - (3) Transfer by association
      - (4) Testimonial

(5) Quoting out of context
(6) Name calling
(7) Loose use of statistics
(8) Bandwagon
(9) Appeal to fear and/or prejudice
(10) Selling the image
(11) The common enemy
(12) Inferences presented as fact
(13) The big lie

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OBJECTIVE 1

The student will identify sources of information available to a citizen.

Concept

Sources of information

Generalization

A citizen knows and can use available sources of information.

CONTENT OUTLINE

Unit I. Information for Citizens
- A. Locating and assessing information
  - 1. Sources
    - a. Officials and agencies
    - b. News media
      - (1) Radio
      - (2) Newspapers
      - (3) Television
    - c. Library

ACTIVITIES

(A) Prepare a short report, alone or with others, on a topic of local or state interest. Prepare a list of officials or agencies to contact and news media and library references to use in the study of the chosen topic Document these references in the report.

(B) Have the students present a news program with students responsible for one news story from each of these areas:
- A. International news
- B. National news
- C. State news
- D. Local news
- E. Editorial

After the program have the students place the stories on a bulletin board.

(C) Contact several teachers and the school librarian and with their help develop an annotated guide to information on local and state civic matters.

A - On Level, B - Below Level, C - Above Level

(Continued on next page)

(ABC) Hold a class activity focused on the use of a newspaper as a source of information. Have the student analyze and report on various parts of the paper.

*OBJECTIVE 2

The student will recognize common fallacies and errors of reasoning.

Concepts

Fallacies, errors of reasoning

Generalization

A citizen can evaluate information that she/he receives.

CONTENT OUTLINE

2. Evaluating sources
    a. Check for facts vs. opinions
    b. Check for errors of reasoning
        (1) Hasty generalization
        (2) Non-sequiter
        (3) Post hoc, ergo propter hoc
        (4) False analogy
        (5) Bandwagon
        (6) Either-or fallacy
        (7) Oversimplification
        (8) Appeal to emotion
        (9) Poisoning the well
        (10) Red herring
        (11) Appeal to ignorance
        (12) Abandonment of discussion

ACTIVITIES

(A) Analyze samples of T.V. or newspaper materials for errors in reasoning. Use categories such as those included in the course outline to name the type of error

(B) Study the definitions of facts and opinions. Apply these to excerpts and/or reading and televiewing assignments. Take notes and evaluate statements or sections.

(C) Apply tests of evidence to selected problem or arguments and arrive at a conclusion based on the evidence. Questions for use in evaluation include the following: (1) Is there sufficient evidence? (2) Is some evidence being deliberately omitted? (3) Is the evidemce relevant? (4) Is the evidence accurately reported? (5) Does the evidence used conflict with other evidence?

***OBJECTIVE 3**

The student will recognize common propaganda techniques.

Concept

Propaganda

Generalization

An effective citizen can evaluate information.

- -

CONTENT OUTLINE

c. Check for propaganda techniques
  (1) Soft soap
  (2) Glittering generality
  (3) Transfer by association
  (4) Testimonial
  (5) Quoting out of context
  (6) Name calling
  (7) Loose use of statistics
  (8) Bandwagon
  (9) Appeal to fear and/or prejudice
  (10) Selling the image
  (11) The common enemy
  (12) Inferences presented as fact
  (13) The big lie

ACTIVITIES

(ABC) Study written and/or filmstrip presentations about propaganda. Analyze examples of materials exemplifying propaganda techniques and classify them in categories such as those included in the source outlines. Participate in a learning game such as "Propaganda" (Wiff 'n Poof).

(ABC) Examine several T.V. commercials to identify uses of propaganda in commercials.

(A) Have students write political speeches or TV commercials which use various kinds of propaganda techniques.

(B) Develop a notebook of pictorial examples of propaganda techniques. Label and discuss the examples.

(C) Dramatize class presentations of speeches and graphics illustrating selected techniques. Ask other class members to participate and to classify the examples.

VOCABULARY

UNIT ONE - INFORMATION FOR CITIZENS

ethnic

prejudice

experience

habit

propaganda

concealed propaganda

revealed propaganda

persuasion techniques

censorship

slander

libel

fallacy

CIVICS

Section One. Introduction to Citizenship

Unit II. The Family Unit

Overview

The family may be viewed as a basic unit of citizenship. It has specific forms, with rights and responsibilities for each member, and with benefits and penalties assigned as situations warrant.

A student, therefore, needs to acquire an understanding of his family background, of various family structures, of laws affecting him as a family member, and of his role in a family and in the community of which the family is a part. Comparative studies made on past and present immigration and government policies will show that our society is a pluralistic one.

CONTENT OUTLINE

Section One. Introduction to Citizenship

Unit II. The Family Unit
- A. American Families
  - 1. Our pluralistic society
    - a Historical patterns of immigration
    - b. Present policies on immigration
    - c. Class, community ethnic background
  - 2. Family Patterns
    - a. Varied structures
      - (1) Nuclear
      - (2) Extended
      - (3) One-parent
    - b. Laws affecting the family
      - (1) Marriage
      - (2) Divorce
      - (3) Interests of minors
  - 3. Role of the family
    - a. Goals and values
    - b. Rights and responsibilities
      - (1) Within the unit
      - (2) As part of the community

OBJECTIVE 1

The student will explain how the family functions as the basic unit in society.

Concepts

Family, community

Generalization

The family is a type of community.

- -

CONTENT OUTLINE

II. The Family Unit
  A. American Families
    1. Our pluralistic society
      a. Historical patterns of immigration
      b. Present policies on immigration
      c. Class, community ethnic background
    2. Family Patterns
      a. Varied structures
        (1) Nuclear
        (2) Extended
        (3) One-parent
      b. Laws affecting the family
        (1) Marriage
        (2) Divorce
        (3) Interests of minors
    3. Role of the family
      a. Goals and values
      b. Rights and responsibilities
        (1) Within the unit
        (2) As part of the community

A - On level, B - Below Level, C - Above Level

ACTIVITIES

(A) Have a student committee complete a statistical analysis of the ethnic background of class members. Identify where the members came from; i.e., what countries or states.

(B) Prepare a report or chart identifying the ethnic background of the students' families and the countries and/or states from which parents/grandparents came. Also, locate on a map provided by the teacher the places referred to in their report.

(C) Using sources from the census report, prepare an analysis of parish ethnic distribution and work with B committee to determine reasons why people came to the parish and/or community

(ABC) If you have access to information concerning family history, obtain a taped or written interview with your oldest relative. The interview should include the following questions: (1) What was the origin of the family name? (2) Where did ancestors comes from? (3) Where did

(Continued on next page)

they first settle? (4) When did they migrate? (5) Why did they choose to migrate?; (6) Where have they moved since their arrival in America? (7) What was the duration of school year when they were teenagers? (8) How much freedom in areas of dating, entertainment, school functions? (9) What kinds of transportation did they use as teenagers? (10) What were the centers of entertainment? (11) What occupations were common? (12) What important historical events did they remember? (13) What are some family legends or sayings that have passed down through generations?

As a class activity share findings of class members and make generalizations from information found

(ABC) View and critique a film on marriage, divorce, and/or single parent families.

(AB) Interview recent immigrants. Ask them questions prepared by the class or your group. Prepare a report on the interview to present to the class and, if possible, invite articulate spokesman on the immigrant experiences to visit the class.

(AB) Interview an attorney about laws affecting the family. Prepare a report to share with the class. Invite an assistant district attorney to talk to the class on family matters involving minors

(Continued on next page)

(C) Obtain a copy of a marriage contract. As a member of a group, prepare a contract, present it to the class, and support your reasons for the changes you propose.

(ABC) Hold a family discussion on your own family's goals and values. Prepare a report to the class on the results.

(C) Use information obtained from reports above to prepare an analysis of common goals and values. Share with the class.

(AB) As part of the class, prepare a list of rights and responsibilities of family members. Set priorities for each.

(ABC) Survey your family as to its priorities for the list cited above.

(C) Invite parents to participate in a panel discussion on the role of the family; moderate the discussion.

VOCABULARY

UNIT II - THE FAMILY

family

blood

adoption

community

marriage

divorce

marriage license

guardian

separation

alimony

institution

CIVICS

Section One. Introduction to Citizenship

Unit III. The School Community

Overview

A study of the school community provides a means of introducing students to elementary government forms and to types of compulsory and/or voluntary participation. Therefore, they should learn about school structure, its source of authority, the rules it functions by and organizations that carry out supportive functions.

CONTENT OUTLINE

Section One. Introduction to Citizenship

Unit III. The School Community
- A. American Schools
  - 1. Structure
    - a. The administrators
    - b. Rules and regulations
    - c. Student organizations
  - 2. Functions
    - a. Academic
    - b. Extra-curricular
    - c Community involvement

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OBJECTIVE 1

The student will identify and explain the structure and functions of his school community.

Concepts

School organization, involvement

Generalization

The school is a type of community of which each student is a member.

- -

CONTENT OUTLINE

III. The School Community
  A. American Schools
    1. Structure
      a. The administrators
      b. Rules and regulations
      c. Student organizations
    2. Functions
      a. Academic
      b. Extra-curricular
      c. Community involvement

ACTIVITIES

(ABC) Obtain a copy of the school's rules. Determine the rights and responsibilities of the student under these rules and discuss the need for balance between rights and responsibilities.

(A) Hold a panel discussion on suggestions to be made concerning the school's rules. Appoint a committee to interview the principal in preparation for the panel presentation. List and compare the benefits of achieving personal excellence in academic or extracurricular activities.

(B) Discuss how you might participate in student organizations. Tell the class about your membership, or your plans to become a member of a school organization. Write a short essay on your goals as a school citizen and list the methods that you can (will) call on to help you achieve your goal.

(C) Chart the organizational structure of the school. Identify its adminstrators and have students role play them in various situations.

VOCABULARY

UNIT III - THE SCHOOL COMMUNITY

kindergarten

elementary school

junior high school

academic high school

vocational-technical high school

comprehensive high school

Horace Mann

Seven Cardinal Principles of Secondary Education

extra curricular activities

compulsory attendance

rules

CIVICS

Section One. Introduction to Citizenship

Unit IV. Group Participation Using Parliamentary Forms

Overview

Essential to participation in certain aspects of the democratic process is an understanding of parliamentary procedures.

Students will be taught how a group and its meetings are structured, and will identify the functions of each officer. They will define parliamentary terms and will demonstrate the ability to make motions of various kinds and to explain voting procedures.

Unit IV. Group Participation Using Parliamentary Forms

- A. Group Participation
  - 1. Role of a group member
    - a. Making main motions
    - b. Amending
    - c. Voting
    - d. Tabling or postponing
    - e. Compromise
  - 2. Organization - bylaws
  - 3. Structure of a meeting
    - a. Agenda
    - b. Officers' duties
    - c. Minutes

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*OBJECTIVE 1

The student will demonstrate the ability to use parliamentary procedures.

Concept

Parliamentary procedure

Generalization

A citizen can participate as a group member using parliamentary procedure.

- -

CONTENT OUTLINE

IV. Group Participation Using Parliamentary Forms
  A. Group Participation
    1. Role of a group member
      a. Making main motions
      b. Amending
      c. Voting
      d. Tabling or postponing
      e. Compromise

ACTIVITIES

(ABC) Review references on parliamentary procedures including: (1) how to make a a motion; (2) how to amend a motion; how to identify a quorum; (4) majority rule; (5) identifying the parts of a meeting.

(A) Attend a school, public or civic meeting and and report on the procedures used to conduct it. Analyze problems that may have occurred.

(B) Participate in a mock-meeting. Observe and demonstrate the proper procedure to use in making motions and voting.

OBJECTIVE 2

The student will describe and apply major concepts involved in organizing a group and conducting a meeting.

Concepts

Cooperation, parliamentary procedure

Generalization

A citizen understands the formal structure of group participation.

- -

CONTENT OUTLINE

3. Structure of a meeting
   a. Agenda
   b. Officers' duties
   c. Minutes

ACTIVITIES

(A) A student committee will write an agenda for a meeting and submit it to class for approval. Center discussion on why an agenda is useful.

(B) The students will participate in a review of a proposed agenda and a set of bylaws. Have the class vote to approve, disapprove or amend it.

(C) Write a set of bylaws for the class, then submit it to the class for their review and approval.

(ABC) Have the students organize a classroom government. Use an agenda, parliamentary procedures, minutes, etc. in the process. Charge the students with responsibility for defining rights, responsibilities and necessary roles to be filled by elected officers.

VOCABULARY

UNIT IV - GROUP PARTICIPATION - USING PARLIAMENTARY PROCEDURE

- majority rule
- parliamentary procedure
- motion
- vote
- table
- amend
- compromise
- minutes

3 75

CIVICS

Section Two. National Government

UNIT V. Our American Heritage

Overview

This unit on the heritage of America is significant in that all governments have origins and we must be cognizant of the basic ideas and philosophies that contributed to the formation of our system of government.

It is appropriate to begin this unit with discussions and activities on several types of governments which prevail in the world around us and also to obtain an understanding of the need for government. This course of action affords the student an opportunity to examine and clarify his own values with regard to basic beliefs in freedoms, rights, and responsibilities of a citizen participating in a democratic society.

Through this study the student will not only learn about our American heritage, a bold experiment in self-government, but also will be helped to understand that the survival of that government depends on citizens dedicated to its principles.

CONTENT OUTLINE

Section Two. National Government (Twelve Weeks)

Unit V. Our American Heritage

- A. Government
    - 1. Kinds of government
        - a. Rule by one person
        - b. Rule by a few persons
        - c. Rule by many persons
    - 2. Need for government
        - a. Supply goods and services
        - b. Protect citizens
        - c. Pass on values
        - d Encourage people to fill needed roles
- B. Documents that Influenced American Political Ideas
    - 1. Magna Carta (1215)
        - a. Equal trial
        - b. No imprisonment except by legal judgment
        - c. No delay in judgment
        - d No taxes without consent of Parliament
        - e. Election of representatives
    - 2. Petition of Rights (1628)
        - a. No taxes without consent of Parliament
        - b. No imprisonment without proper trial
        - c. No military trial of civilians in peace-time
    - 3. English Bill of Rights (1689)
        - a. King could not suspend laws
        - b. King could not levy taxes without consent of Parliament
        - c. Freedom of speech
        - d. Right to petition
        - e. Arms for defense
        - f. No excessive bail fines, nor cruel or unusual punishment
    - 4. Mayflower Compact
        - a Self-determination
        - b. For the general good of the colony

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C. Constitutional Framework
  1. Declaration of Independence
    a. Why the Declaration was written
    b. Statement of basic human rights
    c. Government must safeguard human rights
    d. Abuses of human rights of the King
    e. Colonial effort to avoid separation
    f. Colonies declare independence
  2. Articles of Confederation
    a. Strengths
    b. Weaknesses
  3. Constitution of the United States
    a. Constitutional convention
    b. Preamble
    c. Articles
    d. Bill of Rights
    e. Other amendments
D. Major Principles of Constitutional Government
  1. Representative
  2. Federalism
  3. Separation of powers -- checks and balances
  4. Checks and balances
  5. Individual rights and freedoms

***OBJECTIVE 1**

The student will identify differences in various kinds of government.

Concepts

Government power, Democratic government

Generalization

Different forms of government develop to meet the unique needs of their citizenry.

- -

CONTENT OUTLINE

A. Government
  1. Kinds of government
    a. Rule by one person
    b. Rule by a few persons
    c. Rule by many persons

ACTIVITIES

(A) Compare and contrast the various kinds of government by completing the chart.

	Who Holds Power	Name Given Leader	Example (Nation)
Totalitarian			
Democratic			
Authoritarian			

(B) Write a definition for each kind of government and name a country as an example.

(C) Select one of the following philosophers and show how his ideas influenced the basis for government: Locke, Rousseau, Montesquieu, Voltaire.

A - On Level, B - Below Level, C - Above Level

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OBJECTIVE 2

The student will state reasons why people need government.

Concepts

Law constitutions, government

Generalization

American government has developed in response to the cultural pluralism of its citizens.

- -

CONTENT OUTLINE

2. Need for government
    a. Supply goods and services
    b. Protect citizens
    c. Pass on values
    d. Encourage people to fill needed roles

ACTIVITIES

(A) Brainstorm to generate a list of reasons for having government. Then hold a class disdiscussion on those reasons. Write a brief essay based on the reasons.

(B) Compile a list of services provided by the government and show how you are affected by them. Using a community map, identify where these services are. Example: Fire department, police department, parks, water plant and sanitation department.

(C) Students should read selections suggested by the instructor on reasons why people create government. Students should write concise essays on an imaginative description of the ideal government for future communities and/or a community without a formal government.

(Special Interest) Consult the teacher or librarian to identify and read about utopias, science fiction communities, or non-fiction works on roles of government.

OBJECTIVE 3

The student will identify documents which influenced early leaders and had an impact on American Constitutional history.

Concept

Representative government

Generalization

The development of American government can be understood by an examination of government documents.

CONTENT OUTLINE

B. Documents that influenced American Political ideas
   1. Magna Carta (1215)
      a. Equal trial
      b. No imprisonment except by legal judgment
      c. No delay in judgment
      d. No taxes without consent of Parliament
      e. Election of representatives
   2. Petition of Rights (1628)
      a. No taxes without consent of Parliament
      b. No imprisonment without proper trial
      c. No military trial of civilians in peace-time
   3. English Bill of Rights (1689)
      a. King could not suspend laws
      b. King could not levy taxes without consent of Parliament
      c. Freedom of speech
      d. Right to petition
      e. Arms for defense
      f. No excessive bail fines, nor cruel or unusual punishment
   4. Mayflower Compact
      a. Self-determination
      b. For the general good of the colony

ACTIVITIES

(A) Discuss each document selected for study in relation to what you already know and understand about our government.

(B) Answer briefly: What ideas of government were borrowed from England? Refer to the civics text or history texts previously used.

(C) Explain how the Mayflower Compact was a strategy for survival. Hypothesize your own actions had you been in that situation.

OBJECTIVE 4

The student will list the reasons why the colonies declared their independence from England.

Concept

Declaration of Independence

Generalization

The authority or power of government may abuse human rights and warrant a change.

CONTENT OUTLINE

C. Constitutional Framework
  1. Declaration of Independence
    a. Why the Declaration was written
    b. Statement of basic human rights
    c. Government must safeguard human rights
    d. Abuses of human rights of the King
    e. Colonial effort to avoid separation
    f. Colonies declare independence

ACTIVITIES

(A) Read the Declaration of Independence and answer: (1) What were the three major statements? (2) What were some abuses of human rights imposed by the King? Be able to explain.

(B) Imagine it is July 1776 and you have been celebrating the news that independence has been declared and that a newspaper reporter asks why you are celebrating. What would you say to him? What do you imagine he might say to you?

(C) Research actual examples of tyranny (defining it as "a denial of human rights") and report on how people reacted to it. Consider, for example, Stalinism, American slavery, Idi Amin's Uganda, Greek military rule, white rule in South Africa, contemporary Soviet union, and/or other countries where tyranny exist.

OBJECTIVE 5

The student will list the strengths and weaknesses of the government under the Articles of Confederation.

Concept

Confederation

Generalization

Plans of government may have weaknesses as well as strengths.

- -

CONTENT OUTLINES

2. Articles of Confederation
    a. Strengths
    b. Weaknesses

ACTIVITIES

(ABC) Listen to a record such as "The Articles of Confederation" or read the textbook and an encyclopedia. Complete a fact block such as follows:

The U. S. Under the Articles of Confederation

Executive	Legislative Branch	Judicial Branch

General Provisions

1.
2.
3.
4
5.
6.
7.

OBJECTIVE 6

The student will compare the form of government provided by the Articles of Confederation with that established by the United States Constitution.

Concept

Constitution

Generalization

A plan of government must be altered to meet changing ideals and principles.

- -

CONTENT OUTLINE

3. Constitution of the United States
    a. Constitutional Convention
    b. Preamble
    c. Articles
    d. Bill of Rights
    e. Other amendments

ACTIVITIES

(A) Have the class develop a history of the Constitutional Convention. Designate students to role play important people involved in the convention such as Thomas Jefferson, Benjamin Franklin, James Madison George Washington Alexander Hamilton. Use as many historical figures as possible. Have them analyze and represent the points of view that each of the delegates had at the convention on various issues.

(ABC) Have the students construct a "Constitution Tree" based on the various Articles and sections of the United States Constitution and its amendments.

(ABC) Using references on Constitutional law study landmark cases which developed the meaning of the various rights guaranteed to citizens under the Constitution, the Bill of Rights, and the other amendments.

(Continued on next page)

(B) Complete this chart comparing the United States Constitution with the earlier Articles of Confederation. Use it as a basis for a discussion of the Constitution.

	Basis of Comparison	Articles	Constitution
a.	Executive		
b.	Congress		
c.	Courts		
d.	Taxing power		
e.	Regulation of trade		
f.	Relations with states		
g.	Provisions for change		

(C) Draw up a plan for celebrating the Constitution's Bicentennial in 1987. Consider questions such as what the major national festivities might be and how your local community could participate.

*OBJECTIVE 7

The student will discuss the major principles of Constitutional government.

Concept

Constitutional government

Generalization

The United States constitution is based on many great ideas concerning government.

- -

CONTENT OUTLINE

D. Major principles of constitutional government
   1. Representative government
   2. Federalism
   3. Separation of powers
   4. Checks and balances
   5. Individual rights and freedoms

ACTIVITIES

(A) Research and write documented reports on topics such as: (1) The Democratic Ideas of Ancient Greece, (2) Rights, Duties and Privileges of the Teenage Citizen.

(B) Prepare a chart indicating your understanding of separation of powers and of checks and balances.

(C) Prepare a bulletin board display on "The Great Ideals of American Government."

***OBJECTIVE 8**

The student will list and discuss the rights guaranteed by the first ten amendments to the Constitution.

Concept

The Bill of Rights

Generalization

Americans have personal liberties guaranteed by the United States Constitution.

- -

CONTENT OUTLINE

E. Bill of Rights
  1. Freedom of Religion, speech, press, assembly, and petition.
  2. Search and seizure, right to trial.

ACTIVITIES

(ABC) Make simulations of search and arrest warrants. Students will complete them. Use this as background for role playing proper police procedure when making arrests.

(B) Read and discuss some court cases dealing with freedom of expression; i.e., John Peter Zenger, the Schempp case or the Tinker Case.

(AB) Visit a local newspaper, radio, or television station. Find out how it gathers news.

(C) Research the history of the American Civil Liberties Union. Present an oral report and discuss the role that it and similar organizations play in supporting the rights of individuals.

(C) Read the Declaration or Rights in the Louisiana Constitution. Compare it to the Federal Bill of Rights.

VOCABULARY

UNIT V - OUR AMERICAN HERITAGE

government

monarchy

dictatorship

absolute monarchy

limited monarcy

laws

republic

Magna Carta

Petition of Right

Declaration of Independence

Mayflower Compact

Articles of Confederation

confederation

federal union

constitution

United States Constitution

representative government

consent of the governed

separation of powers

checks and balances

federal supremacy

Fourteenth Amendment

CIVICS

Section Two. National Government

Unit VI. The Structure of the Federal Political System

Overview

This unit will prepare students to engage in thoughtful analysis of their relationships to the national government by providing a detailed study of the federal political system and the machinery under which it operates.

Students are to be given an opportunity to learn that Congress is the legislative, or lawmaking, body of our national government. They are to be taught that the President is the chief official of the United States Government. As Chief Executive, the President is responsible for carrying out the the laws passed by Congress. A Cabinet and many departments, agencies, and committees assist in the performance of Executive duties. Students are to understand that the American court system is responsible for interpreting laws and determining punishment for lawbreakers. Students are also to study Constitutional guarantees that are bases of the American system of justice.

This unit includes a section on financing our government which is significant to the student because each year the federal, state, and local governments spend huge sums of money--money received from taxes paid by citizens. Students are to gain an appreciation of the fact that decisions about government services and revenues are recurrent and crucial to the people of every nation.

CONTENT OUTLINE

Section Two. National Government

Unit VI. The Structure of the Federal Political System

- A. The Federal Government
  - 1. The Legislative Branch
    - a. Structure and organization
      - (1) Bicameral
      - (2) Life of a Congress
      - (3) Sessions
      - (4) Privileges and restrictions
      - (5) Presiding officers and leaders
      - (6) Congressional committees
        - (a) Standing
        - (b) Ad hoc
        - (c) Joint
  - 2. How a bill becomes a law
    - a. House
    - b. Senate
    - c. President's action
  - 3. Powers of Congress
    - a Delegated
    - b. Implied
    - c. Denied
  - 4. The Senate
    - a. Membership
    - b. Qualifications
    - c. Special powers
  - 5. House of Representatives
    - a. Membership
    - b. Qualifications
    - c. Special powers
  - 6. Election process
    - a. Senate
    - b. House

- B. The Executive Branch
  - 1. The President and Vice President
    - a. Qualifications
    - b. Term of office
    - c. Compensation
    - c. Powers and duties of the President
      - (1) Commander-in-Chief
      - (2) Director of International Relations
      - (3) Chief Legislator
      - (4) Chief Executive
      - (5) Chief of State
    - d. Powers and duties of the Vice President
    - e. Succession to the Presidency
      - (1) Vice President
      - (2) Speaker of the House
      - (3) President Pro Tempore of the Senate
      - (4) Cabinet makers in order in which departments were created
      - (5) Amendment 25
  - 2. The Cabinet
  - 3 Executive agencies
  - 4. Executive Office of the President
    - a. Council of Economic Advisors
    - b. Office of Management and Budget
    - c. White House Office
- C. The Judicial Branch
  - 1. Law
  - 2. Right to a fair trial
    - a. Lawyer
    - b. Bail
    - c. Indictment
    - d. Jury trial
    - e. Innocent until proven guilty
    - f. Appeal
  - 3. Jurisdiction of federal courts
  - 4. The federal judiciary
    - a. District Courts
    - b. Courts of Appeal
    - c Supreme Court
    - d. Special Courts

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5. Federal courts at work
    a. John Marshall
        (1) Judicial review
        (2) Set aside state laws
        (3) Reverse decisions of state courts
    b. Supreme Court cases
        (1) Marbury vs. Madison
        (2) Plessy vs. Ferguson
        (3) Brown vs. The Board of Education of Topeka
        (4) Miranda vs. Arizona
        (5) Gideon vs. Wainwright
        (6) Escabedo vs. Illinois

D. Financing our Government
- 1. Increased cost
    - a. Reasons for increase
        - (1) Population growth
        - (2) Interest on debt
        - (3) Defense expenditures
        - (4) More services
        - (5) Increased prices
    - b. Purpose of taxes
        - (1) Raise revenue
        - (2) Regulate some activity
    - c. Rules of taxation
        - (1) Based on ability to pay
        - (2) Not easily avoided
        - (3) Easy to pay
        - (4) Collected at convenient time
    - d. Other methods of raising revenue
        - (1) Fees
        - (2) Fines
        - (3) Payment for special services
        - (4) Bonds
        - (5) Sales

E. Kinds of Taxes
- 1. Real and personal property
    - a. Tax assessor
    - b. Tax rate
- 2. Sales
- 3. Excise
- 4. Tariff

    5. Personal income
        a. Taxable income
        b. Payroll tax
    6. Corporation income
    7. Estate
    8. Inheritance
    9. Gift

E Managing our Nation's money

    1. Collecting public money
        a. IRS
        b. Bureau of Customs
        c. Treasurer of the United States
        d. Comptroller
    2. Planning government spending
        a. Budget
        b. Office of Management and Budget
        c. General Accounting Office

*OBJECTIVE 1

The student will give reasons why the writers of the Constitution created a bicameral legislature.

Concepts

Bicameral legislature

Generalization

The bicameral organization of Congress is an example of the way checks and balances work in the federal government.

- -

CONTENT OUTLINE

III. The Structure of the Federal Political System
  A. The Federal Government
    1. The Legislative branch
      a. Structure and organization
        (1) Bicameral
        (2) Life of a Congress
        (3) Sessions

ACTIVITIES

(A) Read standard references in order to explain how the states are represented in each house of Congress and how a bicameral legislature functions as a part of the system of checks and balances.

(B) Find the total number of representatives and senators in Congress and tell how you located that figure. Locate the Constitutional basis for the number senators and apportionment of the House of Representatives.

(C) Write a short paper on how the Great Compromise settled the dispute between the large and small states at the Constitutional Convention. Dramatize the debate as it might have occurred. Base the dramatization on researched information.

A - On Level, B - Below Level, C - Above Level

OBJECTIVE 2

The student will list the privileges and restrictions of members of Congress.

Concepts

Congressional privileges and restrictions

Generalization

The Congress has the responsibility to check the behavior of its members.

- -

CONTENT OUTLINE

B. Privileges and restrictions
    1. Franking privilege
    2. Expulsion
    3. Censure
    4. Impeachment

ACTIVITIES

(ABC) Make a list of the major privileges and restrictions of members in Congress and be able to explain each.

(A) Have the students identify and review the cases of members of Congress who have been expelled, censured or impeached by Congress as a result of improper or unethical conduct.

(C) Have a simulation in which the class plays the role of Congress in an impeachment proceeding against a member for an alleged offense.

OBJECTIVE 3

The student will recognize the leaders of Congress and tell how they are chosen.

Concept

Legislative leadership

Generalization

Congress must be well organized in order to carry out its job of making laws.

CONTENT OUTLINE

- (e) Presiding officers and leaders
  - (1) Floor leaders
  - (2) Party whips
  - (3) Caucus
  - (4) Majority party
  - (5) Minority party

ACTIVITIES

(ABC) Complete this fact sheet:

	Senate	House
Presiding Officer		
Majority Leader		
Minority Leader		
Majority Whip		
Minority Whip		

(A) Consult standard references to prepare a report on leaders of Congress, their roles and selection.

(B) Make a display of pictures of outstanding persons in Congress and prepare to tell about what they do.

(C) Use the most recent Encyclopedia of Politics or other references to prepare for participation in a class symposium on Congressional leaders.

(Continued on next page)

The teacher will list and describe each of these roles to the students:

Majority party
Minority party
Floor leaders
Whips

Have a simulation in which students are assigned at random to one party or the other by using cards with descriptions of their roles, parties, seniority, etc.

EXAMPLE:

Representative Joe Jones
Democrat
8 years in Congress

The students must then group themselves according to parties, and select leaders according to seniority rules and/or policies and traditions used in Congress.

OBJECTIVE 4

The student will identify the major types of congressional committees

Concept

Committee system

Generalization

Congress works through committees.

- -

CONTENT OUTLINE

D. Congressional committees
    (1) Standing
    (2) Ad hoc
    (3) Joint
E. Seniority system

ACTIVITIES

(ABC) Locate lists of the 18 standing committees in the Senate and the 22 committees in the House. In a sentence or two describe the general duties of each. Name the committees of which your state's representatives and senators are members. Discuss the benefits to the Congressperson's constituency of having that person on the committee. Also, identify any advantages the Congressperson may have because of seniority.

(B) Describe or define a standing committee, an ad hoc committee, and a joint committee.

OBJECTIVE 5

The student will trace the progress of a bill through both houses of Congress and explain how it becomes a law.

Concept

Legislative process

Generalization

A bill becomes a law through an established procedure.

CONTENT OUTLINE

2. How a bill becomes a law
    a. House
    b. Senate
    c. President's action

ACTIVITIES

(A) Make a flow chart illustrating the progress of a bill through both houses of Congress. Trace one bill through the sequence depicted.

(B) Narrate the formal steps on the flow chart showing how a bill becomes a law. Explain the three courses of action open to the President on a bill passed by Congress.

(AB) Have a student committee develop a word puzzle around key vocabulary related to the legislative process. The puzzle should include these key words:

Bill
Appropriation bill
Pigeonhole
Filibuster
Public session
Executive sessions
Lobbyist

(C) Place a list and descriptions of selected bills currently before Congress in a notebook. Follow in periodicals and record the progress of these bills through the various stages.

(ABC) Collect news articles on the worth of Congress. Summarize each article. Conduct daily classroom "News Reports".

*OBJECTIVE 6

The student will identify the powers of Congress and those powers denied to it.

Concept

Congressional power

Generalization

The powers and limitations of Congress are set forth in the Constitution

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CONTENT OUTLINE

3. Powers of Congress
    a. Delegated
    b. Implied: "Elastic Clause"
    c. Denied
        1. *Ex post facto* law
        2. Bill of attainder
        3. Writ of habeas corpus

ACTIVITIES

(A) Read Article I, Section 8, Paragraphs 1-18, and Section 9 of the Constitution and list several things that Congress can and cannot do.

View a film or filmstrip, take notes on class presentations, and/or read suggested references relating to powers of Congress.

(B) Make a list of things Congress has the power to do and things it may not do.

(C) Review pertinent sections of the Constitution and list the delegated, implied, and denied powers relating to Congress. Prepare to explain and illustrate each. Assign one or two students to illustrate on a poster each of the delegated powers. Students should use specific examples such as coining money. Include the executive department responsible for carrying out the laws as related to the powers. After oral presentations, display the posters while studying the Executive Branch.

OBJECTIVE 7

The student will identify the qualifications for membership and special powers of each house of Congress.

Concepts

Congressional power

Generalization

The Constitution gives each house of Congress special powers and sets formal qualifications.

CONTENT OUTLINE

4. The Senate
   a. Membership
   b. Qualifications
   c. Special powers
5. House of Representatives
   a. Membership
   b. Qualifications
   c. Special powers

ACTIVITIES

(A) Review the Constitution qualifications for members of each House of Congress. List additional requirements a person might need in order to be elected.

(B) Using current newspaper or magazine articles report on Senatorial approval of a recent Presidential appointment.

(C) List the qualifications and special powers of each house of Congress and refer to the list in an oral interpretation.

(D) Have students prepare a case study of Adam Clayton Powell, a report on the Watergate hearings, or some other instances where Congress has used its special powers.

*OBJECTIVE 8

The student will describe the election process for Senators and Representatives in Congress.

Concept

Election process

Generalization

Congressmen are elected by districts and Senators are elected by all voters in the state.

- -

CONTENT OUTLINE

6. Election process
   a. Senate
   b. House
      1. Congressional district
      2. "One man, one vote"

ACTIVITIES

(ABC) Find a map of your state showing Congressional districts. Consult also the Encyclopedia of Politics, a world almanac, the Book of the States and/or other standard references in order to answer the following questions: (1) Who represents your Congressional district? (2) What are the names of the Senators from your state? (3) How many Representatives has your state? (4) How did the last census affect your state's representation in Congress?

*OBJECTIVE 9

The student will describe the formal and informal requirements that candidates for President and Vice President of the United States must meet.

Concept

Presidential qualifications

Generalization

The Constitution sets forth certain qualifications that candidates for the presidency and vice presidency must meet.

- -

CONTENT OUTLINE

B. The Executive Branch
  1. The President and Vice President
    a. Qualifications
    b. Term of office
    c. Compensation

ACTIVITIES

(A) Construct a bulletin board display including pictures of the current President and Vice President and a statement of the qualifications for the two offices. Write the corresponding information about the current President and Vice President.

(B) Make a simple layout listing the qualifications for the office of President and Vice President. Discuss the qualifications and compare the qualifications of the current President and Vice President to the standards.

(C) Compare the qualifications of the last three presidents and vice presidents. Discuss how the basic qualifications helped each be better office holders.

***OBJECTIVE 10**

The student will identify the powers, roles, and/or functions of the President.

Concept

Presidency

Generalization

The President has many roles.

CONTENT OUTLINE

d. Powers and duties of the President
   - (1) Commander-in-Chief
   - (2) Director of International Relations
   - (3) Chief Legislator
   - (4) Chief Executive
   - (5) Chief of State

ACTIVITIES

(A) Make a booklet including pictures of the current President. Examine the newspaper for daily stories involving the President. Label the role the President is performing. Put these stories in a booklet and at the bottom of each story label the role of the President: Commander-in-Chief, Director of Foreign Relations, Chief Legislator, Chief Executive, or Chief of State.

(B) Use the booklet developed by persons doing Activity A to practice identifying roles, powers and functions of the President. Seek other examples in history or other books and periodicals.

(C) Look at stories and/or photographs of the current President. In paragraph form give examples of occasions in which this President served in a particular role. Evaluate whether the role was fulfilled. Discuss what makes a great President.

OBJECTIVE 11

The student will list the functions of the Vice President.

Concept

Vice presidency

Generalization

The Vice President has as many functions as the President prescribes.

- -

CONTENT OUTLINE

e. Powers and duties of the Vice President

ACTIVITIES

(AB) Make a list of as many powers and duties of the Vice President as you possible can.

(C) Select and do research relating to a Vice President. Show how the President expanded his role on either the national or international scene.

OBJECTIVE 12

The student will list the order of presidential succession.

Concept

Presidential succession

Generalization

Provisions are made for others to become President if something should happen to the President.

- -

CONTENT OUTLINE

f. Succession to the Presidency
  (1) Vice President
  (2) Speaker of the House
  (3) President Pro Tempore of the Senate
  (4) Cabinet members in order in which departments were created
  (5) Amendment 25

ACTIVITIES

(A) Write a documented explanation of how Gerald Ford became President without being elected to that office.

(B) Make a chart showing the order of presidential succession.

(C) Make a collection of pictures, names, and information about incumbents of the succession positions.

OBJECTIVE 13

The student will recognize the work of each of the executive departments (Cabinet).

Concepts

Cabinet, executive department

Generalization

The President must have advisors to assist in performance of various duties

- -

CONTENT OUTLINE

2. The Cabinet

ACTIVITIES

(A) Develop a game on the executive branch of government. For instance, make cards with names of positions on one side and names of incumbents and/or job descriptions on the other and use these in a quiz game activity.

(B) Use the local telephone directory to find agencies that are part of the Executive Department. Write brief descriptions of their function.

(C) Select a President's Cabinet and/or famous occupants of Executive Branch positions. Conduct studies and "introduce" classmates to these individuals or groups. Follow up with a practice quiz on the work of the department and persons.

OBJECTIVE 14

The student will identify and briefly describe the work of selected executive agencies and the office of the President.

Concepts

Executive Department

Generalization

The executive branch of the federal government is often called a bureaucracy.

- -

CONTENT OUTLINE

3. Executive Agencies
4. Executive Office of the President
    a. Council of Economic Advisors
    b. Office of Management and Budget
    c. White House Office
    d. National Security Council
    e. Regulatory agencies
    f. Independent agencies

ACTIVITIES

(A) List the names of the major agencies of the executive branch and state the responsibility of each.

(B) Develop and share with others a biographical sketch of an incumbent of one of the agencies or offices under study. Describe what this person's role is.

(C) Have students keep a notebook of newsworthy activities ofthe agencies and offices studied by the class. Let students periodically review activities involving the agencies.

(ABC) Have students who do not have social security cards apply for one through the Social Security Administration. A local office of the agency can provide the necessary forms as well as other relevant information about services.

*OBJECTIVE 15

The student will explain differences between common law and statutory law

Concept

Law

Generalization

Some laws come from judges' decisions while others are passed by lawmaking bodies.

- -

CONTENT OUTLINE

C. The Judicial Branch
  1. Law
    a. Common law
    b. Statutory law

ACTIVITIES

(ABC) Explain and give examples of common law and and of statutory law.

(ABC) Assign individual oral reports on the Judiciary. Take notes on these class presentations.

(A) Define and differentiate between common and statutory law. Identify examples of each.

(B) Consult a court officer in the community by telephone. Ask about the differences and the effects of differences in the types of law being studied.

(C) Use an encyclopedia or other references to trace the concepts of common and statutory law.

***OBJECTIVE 16**

The student will list six major procedures that have been established to insure a fair trial.

Concept

Fair trial

Generalization

Everyone accused of a crime is entitled to certain legal rights.

- -

CONTENT OUTLINE

2. Right to a fair trial
    a. Lawyer
    b. Bail
    c. Grand jury
    d. Indictment
    e. Subpoena
    f. Jury trial
    g. Petit jury papers
    h. Innocent until proven guilty
    i. Verdict
    j. Appeal

ACTIVITIES

(A) Arrange a display of pictures and charts on the topic of "Justice in the United States."

(B) List and explain the rights which insure a fair trial.

(C) Discuss: Some people think it would be better to have criminal cases decided by several trained judges rather than by a jury. What do you think?

(Special Interest) Develop and present for others case studies that vividly convey the importance of the components of the right to due process. EXAMPLES: Miranda, Gideon, Escobedo cases.

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OBJECTIVE 17

The student will identify kinds of cases over which the federal courts have jurisdiction.

Concept

Jurisdiction

Generalization

Courts are set up to handle different kinds of cases.

CONTENT OUTLINE

3. Jurisdiction of federal courts

ACTIVITIES

(ABC) Consult standard references in order to derive a list of the kinds of cases over which the federal courts have jurisdiction and descriptions of each kind.

(A) As a member of a group locate information about and examples of assigned types of federal cases. Develop a folder of case descriptions.

(B) Assemble on display-sized cards a series of descriptions of court cases adjudicated at various levels. With assistance of other class members label each according to the courts that have jurisdiction.

(C) Work with persons engaged in Activities A and B. Assist in sorting out cases by courts with jurisdiction. If necessary, consult court officers or attorneys for assistance.

OBJECTIVE 18

The student will name the principal kinds of federal courts in the United States and tell what kinds of cases come before each.

Concept

Federal judiciary

Generalization

Federal courts are set up to handle violations of federal law and civil disputes appropriate for a Federal Court.

CONTENT OUTLINE

4. The federal judiciary
    a. District Courts
    b. Courts of Appeal
    c. Supreme Court
    d. Special Courts
    e. Federal commissioner

ACTIVITIES

(A) Invite a judge or an attorney familiar with federal cases to address the class to explain the organization and responsibilities of the various courts.

(B) Make posters showing the organization of the federal judiciary and the duties of the various courts.

(C) Conduct a mock trial complete with judge, jury, defense lawyer, prosecuting attorney, and witnesses. Select appropriate types of cases to match with the type of court.

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*OBJECTIVE 19

The student will describe the role of John Marshall in the development of the Supreme Court.

Concept

Judicial Review

Generalization

The Supreme Court can rule on the constitutionality of laws.

- -

CONTENT OUTLINE

5. Federal courts at work
    a. John Marshall
        (1) Judicial review
        (2) Set aside state laws
        (3) Reverse decisions of state courts
    b. Supreme Court Cases
        (1) Marbury vs. Madison
        (2) Plessy vs. Ferguson
        (3) Brown vs. The Board of Education of Topeka
        (4) Miranda vs. Arizona
        (5) Gideon vs. Wainwright
        (6) Escabedo vs. Illinois

ACTIVITIES

(A) Select two of the cases studied and write a short paper on the issues and decisions of the Supreme Court.

(B) Answer these questions: (1) What three basic principles of American law were established by John Marshall? (2) In what two ways can Congress make a law constitutional after the Supreme Court has declared it unconstitutional? and (3) What rights were established by the Miranda decision?

(C) Engage in readings in preparation to tell the class about the life, times, and contributions of John Marshall. Divide aspects of the study among group members.

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OBJECTIVE 20

The student will identify reasons for the continual rise in government cost.

Concept

Inflation

Generalization

There are many reasons for the continual rise in government cost.

CONTENT OUTLINE

- D. Financing Our Government
  - 1. Increased cost
    - a. Reasons for increase
      - (1) Population growth
      - (2) Interest on debt
      - (3) Defense expenditures
      - (4) More services
      - (5) Increased prices

ACTIVITIES

(A) Select one of several reasons for the rise in government cost and make a comparison over a ten-year period.

(B) Make a poster presentation of the reasons why government costs have increased.

(C) Research government spending in the areas studied and chart the increase in cost with a line graph.

***OBJECTIVE 21**

The student will describe the purposes of taxes.

Concept

Taxation

Generalization

Taxes are used to regulate some activity and to raise revenue.

- -

CONTENT OUTLINE

b Purpose of taxes
  (1) Raise revenue
  (2) Regulate some activity

ACTIVITIES

(A) Locate examples of cases in which taxes have been used to control some activity and cases in which they have been used to raise revenue.

(B) Describe some "tax revolts" both historical and contemporary. List some states involved, and discuss some of the issued raised.

(C) Make and share a collection of examples of fiscal and monetary policies and actions derived from each. Write a paper explaining uses of taxes in relation to the overall policies.

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OBJECTIVE 22

The student will identify major rules of taxation.

Concept

Taxation

Generalization

When our government sets up taxes, it tries to follow certain rules.

CONTENT OUTLINE

c. Rules of taxation
  (1) Based on ability to pay
  (2) Not easily avoided
  (3) Easy to pay
  (4) Collected at convenient time

ACTIVITIES

(A) Have the students examine several taxes such as income taxes to determine how well the rules of taxation apply to the them.

(B) Prepare a display using tax withholding forms and income tax forms.

(AB) Explain in written form the rules of taxation.

(C) Examine the issue of "tax loopholes." Develop a table listing the advantages and disadvantages in allowing people to have tax exemptions. Compare and contrast the impact that tax exemptions have on individual citizens, the government and/or the general public.

OBJECTIVE 23

The student will list means of raising money for governmental needs other than taxation.

Concept

Revenues

Generalization

Governments use means other than taxation to raise revenue.

CONTENT OUTLINE

d. Other methods of raising revenue
    (1) Fees
    (2) Fines
    (3) Payment for special services
    (4) Bonds
    (5) Sales

ACTIVITIES

(ABC) List and explain various methods actually used by governments to raise money.

Brainstorm, list, and then refine a set of ideas for financing government.

(ABC) Have students prepare a list of ways that students and/or their parents make payments to the various levels of government.

***OBJECTIVE 24**

The student will define several kinds of taxes.

Concept

Taxation

Generalization

There are many kinds of taxes used by the various levels of government to raise money.

CONTENT OUTLINE

E. Kinds of taxes
  1. Real and personal property
    a. Tax assessor
    b. Tax rate
  2. Sales
  3. Excise
  4. Tariff
  5. Personal income
    a. Taxable income
    b. Payroll tax
  6. Corporation income
  7. Estate
  8. Inheritance
  9. Gift

ACTIVITIES

(A) Participate in an open-forum debate on this topic: Resolved, that the sales tax is unfair to people with small incomes.

(B) List on the chalkboard the many kinds of taxes paid by citizens of the United States and explain how each works.

(C) Begin or add to a class file of articles about various kinds of taxes. Make an annotated guide to the files.

(ABC) Obtain state and federal income tax forms and fill them out. Use a variety of models and income levels such as:

1. A married couple earning $30,000/a year
2. A single person earning $9,500/a year
3. A married couple with three dependents earning $20,000/a year
4. A single parent earning $14,500 a year

OBJECTIVE 25

The student will discuss how tax money is collected.

Concept

Taxation

Generalization

One of the most important jobs of our government is to collect the money necessary to operate our government.

CONTENT OUTLINE

F. Managing our nation's money
  1. Collecting public money
    a. Internal Revenue Service (IRS)
    b. Bureau of Customs
    c. Treasurer of the United States
    d. Comptroller

ACTIVITIES

(ABC) Locate or develop a flow chart showing what happens to tax money after it is collected. Explain the chart.

(ABC) Develop a pie graph showing percentages of revenues collected by the various tax and fee collecting agencies.

(ABC) Invite a speaker from the IRS, Bureau of Customs or Treasury Department to speak on the duties and responsibilities of their agency.

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OBJECTIVE 26

The student will analyze and compare the current federal budget with that of five years ago.

Concept

Fiscal Budget

Generalization

All governments must manage public money wisely through the use of budgets.

- -

CONTENT OUTLINE

2. Planning government spending
   a. Budget
   b. Office of Management and Budget
   c. General Accounting Office

ACTIVITIES

(A) Prepare pie charts showing the budget of the U.S. government for the current fiscal year and compare it with the budget of five years ago.

(A) Have a simulation of a budget hearing. Select an issue and have students testify for or against the proposed budget measure.

(B) Prepare a personal budget showing how you spend the money you receive.

(C) Write a summary of explanations for increases and differences of allocations over the past five years. Discuss these in relation to political platform planks on government spending.

VOCABULARY

UNIT VI - THE STRUCTURE OF THE FEDERAL POLITICAL SYSTEM

federation

bicameral

reapportionment

congressional privileges

United States Senate

United States House of Representatives

speaker

president - protempore

majority party

minority party

Floor Leader

seniority

committee system

standing committee

ad hoc committee

joint committee

bill

law

United States Constitution

appropriations bill

executive sessions

delegated powers

reserved powers

concurrent powers

filibuster

chief executive

veto

pocket veto

Civil Service Commission

regulatory agency

pardon

reprieve

cabinet

common law

statute law

bail

fine

lobbyist

CIVICS

Section Two. National Government

Unit VII. The American Political Process

Overview

The presence of political parties and interest groups in American society is such that many believe that our democracy could not exist without them. Political parties and interest groups fulfill the need of Americans to participate in and speak out on political affairs.

Students are expected to realize the importance of participating in a republican form of government and choosing leaders who will make laws and carry out the responsibilities of governing in the interests of the people.

This unit provides an examination of ways political parties and interest groups operate and kinds of influences they can exert on the decision-making process. The student is given the opportunity to become familiar with election procedures, voter registration, and voter education.

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CONTENT OUTLINE

Section Two. National Government

Unit VII. The American Political Process
- A. Political parties
  - 1. History
  - 2. Function
  - 3. Organization
  - 4. Two party system
  - 5. Third parties
  - 6. Coalitions
  - 7. Practical policies
  - 8. Platform
- B. Interest groups
  - 1. History
  - 2. Function
  - 3. Strategies
    - a. Lobby
    - b. Propaganda
- C. The election process
  - 1. Voter registration
    - a. Qualifications
    - b. Registering to vote
      - 1. Voting Rights Act of 1965
      - 2 Literacy test
      - 3. Permanent registration
      - 4. Periodic registration
  - 2. Elections
    - a. Primary election
      - (1) Closed
      - (2) Open
    - b. General election
    - c. Straight and split ticket
    - d. Nominating and electing the President
      - (1) National nominating conventions
      - (2) Electoral college - electors
        - a. Presidential preference primary
        - b. Delegate
        - c. Nominate

*OBJECTIVE 1

The student will explain the role of political parties.

Concept

Political parties

Generalization

Political parties have become an important part of our system of government.

CONTENT OUTLINE

IX. The American Political Process
  A. Political parties
    1. History
    2. Function
    3. Organization
    4. Two party system
    5. Third parties
    6. Coalitions
    7. Practical policies
    8. Platform

ACTIVITIES

(A) Research the history of major political parties in this country. Include a time line showing important points in their development.

(B) View a film or filmstrip on political parties and pressure groups and write a paragraph describing the role of political parties.

(C) Prepare a chronological chart showing the rise of political parties in America.

(ABC) Invite or interview a representative from each major political party to give presentations concerning their party's philosophy and organization.

A - On level, B - Below Level, C - Above Level

OBJECTIVE 2

The student will explain the role of special interest groups in our democratic society.

Concepts

Special interest group, lobby

Generalization

Special interest groups play an important role in United States politics.

CONTENT OUTLINE

B. Interest groups
  1. History
  2. Function
  3. Strategies
    a. Lobby
    b. Propaganda

ACTIVITIES

(A) Select from history or current periodicals a specialized interest group. Write a brief history of the group and indicate how it has influenced decision-making.

(ABC) Invite a lobbyist to speak to the group on his/her role in the legislative process.

(B) On an appropriate issue, "lobby" the school administration to change or abolish a rule or policy. Have a committee develop a responsible position for the student "lobbyists" to advocate.

(C) Create a special interest group related to a school or community need.

*OBJECTIVE 3

The student will explain what citizens must do to register to vote.

Concept

Voting

Generalization

Voting is a basic right of American citizens.

CONTENT OUTLINE

C. The election process
  1. Voter registration
    a. Qualifications
    b. Registering to vote
      1. Voting Rights Act of 1965
      2. Literacy test
      3. Permanent registration
      4. Periodic registration

ACTIVITIES

(ABC) Visit the registrar of voters' office. Fill out a facsimile of a registration form.

(A) Request from the League of Women Voters copies of their bulletin on voting regulations. Analyze this or an alternate source of information into a question and answer form and present this for the class.

(B) Make a chart of voter qualifications, registration requirements, and other information pertinent to voting including a map showing the location of parish wards and precincts.

(C) Locate or create a simulation and try it out with classmates. The design should lead participants through the various steps necessary to register to vote. Request a voting machine or mock-up to provide practice in its use.

*OBJECTIVE 4

The student will discuss the differences between primary and general elections.

Concept

Elections

Generalization

Most states hold primary and general elections.

- -

CONTENT OUTLINE

2. Elections
    a. Primary election
        (1) Closed
        (2) Open
    b. General election
    c. Straight and split ticket

ACTIVITIES

(AC) Plan and carry out a mock election that will parallel one recently held or to be held.

(B) Using the most recent election, identify candidates, their parties, and the issues. Find out which candidates won the primary and which were elected to office in the general election.

(ABC) Follow the events of any election that is in progress during the school year. Keep a scrap book with annotations, explain the clippings and other campaign notes, pictures, cartoons, and so on.

***OBJECTIVE 5**

The student will describe steps in the election of the president.

Concept

Nominating Conventions

Generalization

The presidential election is a dramatic and important event in American politics.

CONTENT OUTLINE

d. Nominating and electing the President
  (1) National nominating conventions
  (2) Electoral college - electors
    a. Presidential preference primary
    b. Delegate
    c. Nominate

ACTIVITIES

(A) Prepare an electoral map of the United States and use it to answer the following:
1. Which states have more than 20 electoral votes?
2. What is the minimum number of electoral votes that any one state has? What does this number represent?
3. What is the total number of electoral votes? How many electoral votes must a candidate have to be elected?
4. If a candidate carried the seven most populous states, how many electoral votes would he have? How many more votes would be needed for election? Analyze the importance of these seven states to a presidential candidate.

(Continued on next page)

(B) Place these steps in the correct order in which they occur:

1. Election day
2. Campaign
3. Choosing delegates
4. Keynote speech
5. Inauguration
6. Electoral college meets
7. Nominations
8. Roll call vote

(C) Prepare an electoral map of the United States indicating the number of electoral votes each candidate received in the last presidential election.

VOCABULARY

UNIT VII - THE AMERICAN POLITICAL PROCESS

political party

nominate

caucus

party committee system

practical politics

Federalists - Anti-Federalists

two-party system

platform

third party

Democrats

Republicans

precinct

poll

poll tax

National Convention

primary

closed primary

open primary

registration

independent voter

Australian ballot

ballot

voting machine

straight ticket

split ticket

electoral vote

Electoral College

CIVICS

Section Three. State and Local Government

Unit IIIV. State Government

Overview

The federated structure of our country requires that a citizen be familiar not only with the pattern of our national government but also with the unit of state government under which he lives.

Students will compare the common features of state government, then will examine Louisiana's Constitution more closely. They will study the branches of state government and sources of revenue and about the officials who manage them. Qualifications, powers, and means employed by these officials to exercise authority will be examined. Students are to come to understand the law-making process and influences on that process at the state level. Current problems and issues in state government are to be a culminating point of this unit.

CIVICS

Section Three. State and Local Government

Unit IIIV. State Government

- A. Common features of American State Governments
  - 1. Constitutions
  - 2. Separation of powers
  - 3. Louisiana Constitution of 1974
- B. Legislative Branch
  - 1. Responsibilities
  - 2. Sessions
  - 3. Compensations
  - 4. Senate
    - a. Membership
    - b. Qualifications
    - c. Election and term of office
    - d. Officers and organizations
    - e. Special powers
    - f. Senators from your district
  - 5. House of Representatives
    - a. Membership
    - b. Qualifications
    - c. Election and term of office
    - d. Officers and organization
    - e. Special powers
    - f. Representatives from your district
  - 6. Lobbyists and pressure groups
    - a. Formal groups
    - b. Informal groups
  - 7. Lawmaking process
- C. Executive Branch
  - 1. Governor and Lieutenant Governor
    - a. Qualifications
    - b. Method of selection and removal
    - c. Term of office and compensation
    - d. Powers and duties
      - (1) Constitutional
      - (2) Political
      - (3) Traditional
      - (4) Limitations on executive power

- 2. Other elected officials
  - a. Attorney General
  - b. Treasurer
  - c. Secretary of State
  - d. Superintendent of Education
  - e. Commissioner of Agriculture
  - f. Commissioner of Elections
- D. Judicial branch
  - 1 Qualifications
  - 2. Method of selection and removal
  - 3. Compensation
- E. Duties and functions of state courts
  - 1. Types of cases
  - 2. Duties
  - 3. Locations
  - 4. Selection of judges
  - 5. Local incumbents
- F. Financing state government
  - 1. Tax types
    - a. Progressive
    - b. Regressive
    - c. Proportional
  - 2. Taxes factors
    - a. Income
    - b. Sales
    - c. Excise taxes
    - d. Property
  - 3. Other sources of revenue
    - a. Fees
    - b. Bonds
    - c. Sales
    - d. Revenue sharing funds
- G. Current problems and issues in state government

OBJECTIVE 1

The student will compare common features of most state constitutions.

Concept

Constitution

Generalization

Provisions for a legislature is a common feature of state constitutions.

CONTENT OUTLINE

VI. State Government
  A. Common features of American state governments
    1. Constitutions
    2. Separation of powers
    3. Louisiana Constitution of 1974

ACTIVITIES

(ABC) Participate in a group assigned to examine the structure of Louisiana's Constitution or that of another state. Use the findings to determine how these documents are alike and how they differ. Make the comparative analysis in writing and use it in class discussions. Use a reference such as The Book of the States.

(A) Have a student committee write to the Secretary of States' office of other states requesting copies of their state's constitution. Have the students analyze the constitution with respect to elements such as these:

A. Structure of government
B. Power and authority
C. State and local government interaction
D. Rights, liberties and obligations
E. Other common elements

A - On Level, B - Below Level, C - Above Level

Ask students to make a list of the elements that are common to all the constitutions. Identify unique elements in the various constitutions. Center a class discussion on how well the constitution suits the needs of the people of the various states.

(C) Invite a delegate to the 1974 Louisiana Constitutional convention to address the class on the writing of the state's present constitution.

*OBJECTIVE 2

The student will describe the composition of the Louisiana legislature.

[illegible]

Louisiana Legislature

Generalization

Lawmaking bodies exist in our states to make authoritative decisions that are binding for all citizens.

CONTENT OUTLINE

B. Legislative branch
  1. Responsibilities
  2. Sessions
  3. Compensations
  4. Senate
    a. Membership
    b. Qualifications
    c. Election and term of office
    d. Officers and organization
    e. Special powers
    f. Senators from your district
  5. House of Representatives
    a. Membership
    b. Qualifications
    c. Election and term of office
    d. Officers and organization
    e. Special powers
    f. Representatives from your district

ACTIVITIES

(A) Use the state constitution to complete a chart such as the illustration that follows this section. Discuss the composition.

(B) Use a chart such as the illustration that follows this section to assist in note-taking on class presentations and readings. Write a paragraph describing the composition of the legislature.

(C) Use the Louisiana Almanac to answer each of the following questions about the state legislatures. Place this material in a civics notebook for future reference.

1. How many members are there in the Louisiana legislature?
  a. How many senators?
  b. How many representatives?

(Continued on next page)

2. How long do representatives and senators of the legislature serve?
3. What is the salary of the legislature?
4. Who are the legislators from your parish?
5. How can you contact them?
6. What kinds of issues and problems is a legislator capable of addressing?

LOUISIANA STATE LEGISLATURE

	House of Representatives	Senate
Number		
Qualifications		
How members are elected		
Length of term		
How often sessions are held		
Committees		

(ABC) Using information gathered by students from various sources, develop a profile of the legislature. Use these features:

1. Average age
2. Sex
3. Educational background
4. Ethnic/Racial background
5. Profession/occupation
6. Time in public office/service
7. Community service background

OBJECTIVE 3

The student will examine the effect that various pressure groups have on legislation.

Concepts

Lobbyists, pressure groups

Generalization

Our political system is influenced by various pressure groups in our society who frequently make use of lobbyists to advance and/or protect their particular interests.

- -

CONTENT OUTLINE

6. Lobbyists and pressure groups
    a. Formal groups
    b. Informal groups
7. Lawmaking process

ACTIVITIES

(AB) Participate in a mock session of the state legislature. Play the role of delegate, official, or lobbyist.

(C) Compare the benefits received by state legislators with the benefits received in private industry. Make direct telephone or mail contact with legislative office.

(ABC) Complete the following survey items relating to the ethical responsibility of state officials by marking each: strongly disagree; disagree; uncertain; agree; or strongly agree.

It is improper for officials to engage in any personal business transaction or private arrangement for personal profit which is based on the official position of confidential information held by the official.

(Continued on next page)

It is improper to accept any valuable gift, favor or service, either directly or indirectly, from any person or organization with which the official transacts business for the government.

It is improper to discuss future employment outside the state government with a person or organization which has pending official business.

It is improper to divulge valuable commercial or economic information of a confidential character to unauthorized persons or to release such information in advance of its authorized release date.

(A) Write a letter or make a phone call to your legislator posing questions about an issue.

(B) Make a bulletin board displaying articles, drawings, pictures, and cartoons about the members of the state legislature and its work.

(C) Research and report to the class state laws on topics of interest. Consider, for example, consumer protection, divorce, or capital punishment.

OBJECTIVE 4

The student will identify the powers and duties of the governor.

Concepts

Executive ordinances, chief executive, veto, budget director

Generalization

The governor of the state is responsible for carrying out the laws passed by the legislature and has considerable power in the state.

CONTENT OUTLINE

C. Executive branch
  1. Governor and Lieutenant Governor
    a. Qualifications
    b. Method of selection and removal
    c. Term of office and compensation
    d. Powers and duties
      (1) Constitutional
      (2) Political
      (3) Traditional
      (4) Limitations on executive power
      (5) Ordinance
      (6) Veto
      (7) Budget director

ACTIVITIES

(A) Compare and contrast the powers of the governor of Louisiana with the mayor of a city or the governor of another state.

(B) Collect news articles on the activities of the governor.

(C) Use a collection of news articles or activities of the governor to derive a list of important issues in the state. Note the governor's stand on these issues.

1. Using a continuum, rate the governor on a scale of 1 (low) to 10 (high) for each of the following questions:

   a. Do you view him as a strong executive?
   b. Would serving another term enable the governor to be a better executive?

(Continued on next page)

c. Does he dominate the legislature?
d. How much authority is he able to exercise over administrative units at various levels in the state?
e. Do his previous political experiences make him a more effective governor?
f. How effective has he been in bringing new industry into the state?
g. What is his public image outside the state?
h. Do the actions of the governor reflect his concern for the needs of the people?
i. How is he regarded by the media?
j. How ethical is your governor?

2. From the information gained, have a student group arrive at a percentage for each question and an overall performance percentage for the governor. Have the students offer possible explanations as to why the percentages came out the way they did.

OBJECTIVE 5

The student will analyze the present structure of the executive department and assess its strengths and weaknesses.

Concept

Executive Branch

Generalization

The governor of the state is responsible for carrying out laws passed by the legislature and has considerable power.

CONTENT OUTLINE

2. Other elected officials
    a. Attorney General
    b. Treasurer
    c. Secretary of State
    d. Superintendent of Education
    e. Commissioner of Agriculture
    f. Commissioner of Elections
    g. Commissioner of Insurance

ACTIVITIES

(AB) Write to the various executive departments and ask for information about the specific department, its duties, budget, and problems.

(C) Debate the following issue: Should members of the executive department such as the Superintendent of Education or Secretary of State be appointed rather than elected?

OBJECTIVE 6

The student will describe the composition of the state judiciary.

Concept

Judicial Branch

Generalization

Every state establishes courts to deal with the safety and welfare of its people.

CONTENT OUTLINE

D. Judicial branch
  1. Qualifications: Judges
  2. Method of selection and removal
  3. Compensation
  4. Organization of State Court

ACTIVITIES

(A) Make a chart showing:
  1. Qualifications of judges;
  2. How judges are chosen;
  3. Salary of judges; and
  4. How judges may be removed.

(B) Identify the members of the Louisiana Supreme Court and tell when they were selected.

(C) To learn the differences between a trial court and an appellate court. Make a chart showing the powers of each court and the relationships between the courts.

*OBJECTIVE 7

The student will list and describe kinds of cases which come before state courts.

Concepts

Civil cases, criminal cases, misdemeanors, felony, jury

Generalization

Courts resolve disputes between citizens and determine if citizens have violated laws.

CONTENT OUTLINE

E. Duties and functions of state courts
   1. Types of cases
   2. Duties
   3. Locations
   4. Selection of judges
   5. Local incumbents

ACTIVITIES

(A) Have students give a class presentation about state courts. Identify and define kinds of cases and locate examples in periodicals.

(B) Have a student committee prepare examples of various types of cases. The examples should include felony, misdemeanors, civil, criminal, federal and state cases. After reviewing criteria for each kind of case, read the examples to the class and ask them to identify the kind of case.

(C) Read standard references on state courts and Louisiana provisions. Locate and share with the class the official documents and designated roles of state courts.

(ABC) Participate in a mock trial using the model on the following page.

CLASS MOCK TRIAL

CHARACTERS

- Clerk
- Judge
- Jury
- Plaintiff's attorney
- Defendant's attorney
- Witnesses

PROCEDURE

1. Opening of the court.
    a. Clerk announces the judge and the case
    b. Clerk asks plaintiff and defense attorney if they are ready to proceed (both lawyers say "yes")
2. Selection of a jury (select in advance).
    a. Both attorneys must accept jury
    b. Clerk swears in jury
3. Plaintiff's attorney makes opening statement to inform jury of the nature of the complaint and the important facts (about three minutes).
    a. Name of case and all people involved
    b. Facts that led up to litigation
    c. Conclusion
    d. No exaggeration or overstatement
4. Defendant's attorney makes opening statement (three minutes).
5. Direct examination of witnesses.
    a. Plaintiff's attorney calls his witnesses first. The defense attorney calls his when the plaintiff's attorney has finished.
    b. Witnesses are sworn in by the clerk
    c. Attorney's instructions
        (1) Show evidence to warrant a favorable verdict
        (2) Present facts to clarify, understand, and convince jury of attorney's argument
        (3) Present witnesses to greatest advantage and establish credibility
        (4) Make questions simple
        (5) Be friendly and respectful

(Continued on next page)

    d. Upon completion of direct examination of a witness, the plaintiff's attorney turns to the defense attorney and says, "You may cross-examine."
    e. Grounds for objections (raised if either attorney believes an irregularity of procedure has taken place by opposing attorney)
        (1) Leading questions (leads the witness to the point the counsel wishes). If counsel suggests an answer to the witness, such as, "You then told the defendant that he had a right to counsel, didn't you?" Opposing counsel says: "I object, on the grounds that the question is leading and suggestive to answer."
        (2) Double question
        (3) Counsel arguing with or harassing the witness
        (4) Judge rules on whether objection is sustained or overruled
6. Closing arguments (plaintiff goes first, defendant closes).
    a. Most important phase of trial
    b. Don't assume the jury has understood the trial up to now. Explain.
    c. Bring all information together. Be clear.
    d. Show the justice of your case, strong points and weak points of the opposition
7. Instruction by the judge.
    a. Clerk says, "The court will now charge the jury. No one will be allowed to leave or enter the room during the charge."
    b. Judge gives information to the jury
    c. Jury leaves for deliberation

(Continued on next page)

8. Verdict.
    a. Jury returns to courtroom
    b. Clerk turns to jury and asks if they have come to a verdict
    c. Foreman of the jury replied "yes" and explains
9. Sentencing by the judge.

*OBJECTIVE 8

The student will list six sources of revenue for state government.

Concepts

Taxes, revenue

Generalization

The taxing and spending powers of the state government affect the lives of its citizens

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CONTENT OUTLINE

F. Financing state government
    1. Tax types
        a. Progressive
        b. Regressive
        c. Proportional
    2. Taxes factors
        a. Income
        b. Sales
        c. Excise taxes
        d. Property
    3. Other sources of revenue
        a. Fees
        b. Bonds
        c. Sales
        d. Revenue sharing funds

ACTIVITIES

(A) Explain how a family is affected by progressive, regressive, and proportional taxes. Consult suggested references to identify and define sources of revenue for local governments.

(B) Read a teacher handout or reference such as pages 30-33 from "A Citizen's Guide to Louisiana Government." Identify those revenues to which you or your family contribute.
    a. Income taxes
    b. Sales taxes
    c. Vehicle registration fees
    d. Real property taxes
    e. Personal property taxes
    f. Bonds
    g. Tolls
    h. Revenue sharing funds
    i. Excise taxes

(Continued on next page)

(C) Read about state taxes and interview persons from state offices in your area. Prepare a class presentation on state revenue. Include graphs and tables. List each on one side of a card and define or illustrate it on the reverse side. Use these in practice quiz game sessions.

(Special Interest) Research and report on the long-range effects of a recent tax related event such as Proposition 13 in California. Include responses to the questions:

1. Were the results as drastic as the predictions?
2. How did other states react to Proposition 13?

(Special interest) Have the class develop projections about oil and gas revenue for the State of Louisiana. The projection should involve the use of charts, maps, tables, and graphs. Have them analyze the impact oil and gas revenues have on state revenues. Additionally, have the students discuss the implications of a rise or fall in these revenues due to inflation or declining production.

*OBJECTIVE 9

The student will list at least three current problems in Louisiana and discuss each.

Concept

Issues

Generalization

The study of current issues are vital of citizenship education.

CONTENT OUTLINE

G. Current problems and issues in state government

ACTIVITIES

(ABC) Interview students, parents and various community leaders, to identify what they consider to be major issues and problems of Louisiana now. Ask also for views of what can be done to eliminate the problem. Record class discussion of selected issues.

(A) Rank order by frequency of mention the issues and problems. Prepare a table showing the results of this analysis.

(B) As a member of a group organized by the teacher, determine which issue is most frequently identified and describe it for the class. Consider the following questions: Is it a problem or an issue that affects the entire state? Why is it an issue or a problem? Who is affected by the issue? Suggest ways for dealing with the issue or problem.

(C) Identify the state agencies responsible for matters related to the high frequency citations of concern. Propose solutions to a problem or issue studied.

VOCABULARY

UNIT IX - STATE GOVERNMENT

House of Representatives

Senate

reserved powers

Amendment ten

concurrent powers

Governor

Lieutenant Governor

Secretary of State

Attorney General

Superintendent of Education

Commissioner of Agriculture

Commissioner of Election

referemdi,

recall

"full faith and credit"

extradiction

civil case

criminal case

petit jury

grand jury

judge

vehicle registration

state income tax

state constitution

legislature

bicameral

unicameral

"privileges and immunities"

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CIVICS

Section Three. State and Local Government

Unit IX. Local Government

Overview

The study of local government provides an opportunity for students to learn the basic structure and function of a level of government which touches their everyday lives, together with an opportunity to study officials and other leaders that students need to know about.

As the local government provides many essential services like police protection, fire protection, and sanitation, students learn about these and other services and gain an understanding of the revenues necessary to provide for them.

CONTENT OUTLINE

Section Three. State and Local Government (Seven Weeks)

Unit IX. Local Government
- A. Units of Local Government
  - 1. Cities, towns and villages
    - a. Forms
      - (1) Mayor - Council
      - (2) Commissioner
      - (3) City Manager
    - b. Your local government's charter
- B. Local Government's Charter
  - 1. Officials
    - a. Titles
    - b. Incumbents
    - c. Qualifications
    - d. Method of selection and removal
    - e. Term of office and compensation
    - f. Powers and duties
  - 2. Other provisions
- C. Services of Local Government
- D. Financing Local Government
  - 1. Taxes
    - a. Sales
    - b. Property
    - c. Other
  - 2. Bonds
  - 3. Other
    - a. Fees
    - b. Fines
    - c. Sales
- E. Current problems and issues of your local government

*OBJECTIVE 1

The student will differentiate between the three types of local governments.

Concepts

Local government

Generalization

In every society man has established a political system for the purpose of delegating authority. One of these systems is the local government.

- -

CONTENT OUTLINE

IX. Local Government
    A. Units of local government
        1. Cities, towns, and villages
            a. Forms
                (1) Mayor - Council
                (2) Commissioner
                (3) City Manager
            b. Your local government's charter

A - On Level, B - Below Level, C - Above Level

ACTIVITIES

(A) Have students write to various large cities asking appropriate agencies about the type of government they have. After receiving the information, compare your local governmental structure with that of the cities researched. Compare and contrast them on specific aspects. Discuss the advantages and disadvantages of each.

(B) Have the students bring newspaper clippings to class showing current examples of the local government in action. Use these stories as a springboard for a discussion of how various forms of local government address the needs of a community.

(C) Have the students organize and lead a mock council meeting including agenda ideas as these:
    1. Write a proposed ordinance for your local governmental council. The following form may be used for the proposed ordinances.

(Continued on next page)

Ordinance ____________________

An ordinance to ____________________

Whereas __________________________

____

____

The ______________________ Council

hereby resolved to ________________

____

____

2. Consider topics for ordinances such as for repairing a badly needed section of a highway, repairing city hall, enacting a new local sales tax, selling bonds to pay for a local project, or increasing the salary of governmental workers.

3. Assign students roles as local councilpersons. (Use names of actual members.) Some students take the role of citizens who have asked their councilperson to present their proposed ordinance to the council for consideration.

4. Decide which proposed ordinances to consider at the meeting. Place the chosen ordinances on the agenda.

5. Debate and decide on the various proposed ordinances. The following order of business may be used for the council meeting:

(Continued on next page)

a. Call to order - "The meeting will please come to order." (Tap gavel once.)

b. Opening exercise - Pledge--"We will now have the Pledge of Allegiance led by _____________________________."
Roll Call--"The secretary will now call the roll."

c. Reading of the minutes - "The secretary will read the minutes of the last meeting." "Are there any corrections or additions?" "The minutes stand approved as read."

d. Reports.

e. Unfinished business.

f. New business. (Insert agenda items suggested by students.)

g. Programs - "If there is no further business to come before the group, this concludes the business and we will turn the meeting over to _____________________________ for the program."

h. Adjournment - "Do I hear a motion to adjourn?" "Second?" "The meeting is adjourned." (Tap gavel.)

i. Have a critique of the activity. List the LIst the advantages and disadvantages of decision making using this type of process.

*OBJECTIVE 2

The students will identify selected parish officials and their duties.

Concepts

Elected officials, non-elected officials

Generalization

Local officials are elected to make authoritative decisions for all citizens.

CONTENT OUTLINE

B. Local government's charter
  1. Officials
    a. Titles
    b. Incumbents
    c. Qualifications
    d. Method of selection and removal
    e. Term of office and compensation
    f. Powers and duties
  2. Other provisions

ACTIVITIES

(A) Construct a chart listing officials and charter information including their qualifications, duties, and so on taken from the parish/city charter.

(B) Listen to class presentations and read to garner information to fill in a chart with headings like those of content outline for this section of the course.

(C) Write a paper using the following words: ordinances, mayor-council, city manager, and commission. Begin the paragraph with a sentence such as the following: The duties of local government are carred out by many different people and agencies. Include information in the final paragraphs to encompass local information like that indicated by the course outline for this section.

OBJECTIVE 3

The student will identify the major services of local government.

Concepts

Community services, ordinances

Generalization

Local government is the closest agency to the people in our society in that it provides many of the essential services for everyday living. These services have their legal basis in ordinances passed by local governments.

- -

CONTENT OUTLINE

C. Services of Local Government

ACTIVITIES

(ABC) List major services of local government and make decisions concerning the priorities of these services. Compile a rank ordered list. Discuss different rankings among students.

(Special Interest) Discuss future service needs. Write an imaginary description of an ideal community.

(AB) Obtain a copy of an agenda for a city/parish council or police jury. Examine it to determine the kinds of services that local government can provide.

(B) Indicate on a map of the ciy or parish where local government services can be obtained; i.e., parks, licenses, police, fire, welfare agencies, etc.

*OBJECTIVE 4

The student will identify the major sources of revenues at the local level.

Concept

Local Revenue

Generalization

Sufficient revenue is essential if local government is to meet the needs of the citizens.

CONTENT OUTLINE

D. Financing local government
    1. Taxes
        a. Sales
        b. Property
        c Other
    2. Bonds
    3. Other
        a. Fees
        b. Fines
        c. Other

ACTIVITIES

(A) Clip and post articles from local newspapers on the local government's efforts to balance its budget and avoid deficit spending. Include articles about cuts in local government services because of budget problems. Have a discussion based on information from the article.

(B) Dramatize a conversation in which one person objects to paying taxes of any kind and the other person believes it is the duty of every citizen to pay his taxes willingly.

(C) Have a student committee contact the budget office of the local government and ask for a list of all sources of community revenue and the percentage brought in by each source. Share your findings with the class in oral reports with charts and graphs demonstrating where the revenues come from and where they are spent.

OBJECTIVE 5

The student will examine selected problems and issues of local government.

Concepts

Community issues and problems

Generalization

One way in which neighborhoods have tried to deal with problems of the communities is through block associations.

CONTENT OUTLINE

E. Current problems and issues of your local government

ACTIVITIES

(A) Have students identify specific, important local problems that residents might help to solve themselves. Make posters depicting the problems. Display the best posters.

(B) Clip articles about city council meetings and decisions from the local newspaper.

Select one of the local services and do a research project to determine what problems are now associated with continuance of that service.

(ABC) Invite parents and members of social and civic organizations to speak to the class about some community problems that the organization has dealt with.

VOCABULARY

UNIT VIII. - LOCAL GOVERNMENT

city

town - township

village

mayor

council

city manager

incorporate

ordinance

commissioner

zoning

charter

home - rule

parish - parish seat

police jury

budget

sheriff

clerk of court

coroner

"sunshine" law

fee

fine

sales tax

revenue

property tax

franchise

crime

vandalism

block association

Justice of the Peace

municipal

municipality

revenue sharing

excise tax

CIVICS

Section Four. International Relations

Unit X. International Relations

Overview

This unit stresses the obligation of citizens to look at world problems as they affect citizens and the nation. The students are expected to understand the way the United States conducts its international relations. They are to gain an understanding of Communist economic and political aims, the nature of "Cold War," the split in the Communist world, the growing importance of the Third World, and the measures that we are taking to search for peace in a troubled world.

CONTENT OUTLINE

Section Four: International Relations (Three Weeks)

Unit X. International Relations
- A. Establishing international relations
  - 1. Conducting international relations
    - a. The President
      - (1) Military powers
      - (2) Treaty-making and recognition powers
      - (3) Diplomatic powers
    - b. State Department
      - (1) Secretary of State
      - (2) Diplomatic corp
        - a. Ambassadors
        - b. Ministers
        - c. Consuls
        - d. Couriers
    - c. The Congress
      - (1) Ratify treaties
      - (2) Approve ambassadorial appointments
      - (3) Appropriate public funds
  - 2. The development of America's international policy
    - a. Isolationism
    - b. Monroe Doctrine
    - c. Roosevelt Corollary
    - d. "Good Neighbor" policy
  - 3. The United Nations
    - a. Purpose
    - b. Major divisions
    - c. Specialized agencies
- B. Changing policies for changing times
  - 1. Communism and the cold war
  - 2. Communism and containment
    - a. The Berlin Blockade
    - b. Communism wins in China
    - c. The Korean Conflict
    - d. The Cuban Crisis
    - e. Involvement in Vietnam

3. Seeking peace through alliances and aid
    a. NATO
    b. ANZUS
    c. Trade policies
        1. Protective tariffs
        2. Reciprocal trade agreements
    d. Marshall Plan
    e. Point Four Program
    f. Peace Corps
    g. Foreign Aid Policy
4. Trends
    a. Detente with the Communists
    b. Limiting nuclear arms
    c. The Third World
    d. The Reagan Administration's Foreign Policy
    e. Your role in international policy

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*OBJECTIVE 1

The student will discuss the powers the President has over international relations.

Concepts

Foreign policy, diplomacy

Generalization

The President is responsible for the conduct of international policies.

- -

CONTENT OUTLINE

X. International Relations
    A. Establishing International Relations
        1. Conducting international relations
            a. The President
                (1) Military powers
                (2) Treaty-making and recognition powers
                (3) Diplomatic powers

ACTIVITIES

(A) Research, then compare and contrast the conduct of international relations by two recent presidents. Examine specific issues such as human rights, foreign aid, military support, and economic cooperation.

(B) Identify the portion of the Constitution that charges the President with responsibilities for international relations. List these responsibilities.

(C) Have the student write to the Department of State, Bureau of Public Affairs, requesting to be placed on the mailing list for policy statements and positions of the Department of State. Review and discuss materials and information received.

A - On Level, B - Below Level, C - Above Level

OBJECTIVE 2

The student will identify duties of the State Department and its officials.

Concept

Foreign service

Generalization

The Department of State is the principal organization for carrying out the nation's international policy.

CONTENT OUTLINE

b. State Department
  (1) Secretary of State
  (2) Diplomatic corp
    a. Ambassadors
    b. Ministers
    c. Consuls
    d. Couriers

ACTIVITIES

(A) Find the names of key persons in the State Department, select one and do a brief study of his involvement in international affairs.

(B) Select one State Department official for intensive examination. Have the students describe the official' role, function, qualifications and/or duties.

(B) Prepare a display on the United States State Department and its roles. Invite contributions by representatives of United States foreign agencies or United States travelers.

(C) Tell the story of a United States State Department official selected and assigned by the teacher.

(Special Interest) Write letters of inquiry about topics of interest to an embassy or consulate.

*OBJECTIVE 3

The student will explain roles that Congress plays in the conduct of international relations.

Concept

Congressional power

Generalization

Congress plays an important role in international affairs.

- -

CONTENT OUTLINE

c. The Congress
  (1) Ratify treaties
  (2) Approve ambassadorial appointments
  (3) Appropriate public funds
  (4) Indirect contributions to foreign policy

ACTIVITIES

(A) Research the progress of a diplomatic action or treaty in the Senate. Explain both the document and the role of the Senate in relation to it.

(B) Compile a list of the roles played by Congress in international relations. Prepare to name the document that gives Congress these roles.

(C) Trace the history of the SALT negotiations and treaties with emphasis upon the roles of Congress.

(ABC) Review the special powers of Congress. How do these apply to foreign policy? Explain how these contribute to our system of checks and balances.

OBJECTIVE 4

The student will identify major periods in the history of American international policy.

Concept

Foreign policy

Generalization

International policies have changed over the years to meet changing times.

- -

CONTENT OUTLINE

2. The development of America's international policy
   a. Isolationism
   b. Monroe Doctrine
   c. Roosevelt Corollary
   d. "Good Neighbor" Policy

ACTIVITIES

(A) Select one of the policies discussed and prepare to explain the position taken by the United States in relations with other countries. Develop a time line and use maps to share the ideas gained with others.

(B) Have the students prepare a time line indicating important events in American foreign policy. Include the names of presidents, secretaries of state, and other persons instrumental in the formulation of the policy and/or event identified.

(C) As a member of a small group locate and/or develop several interpretations of major periods of American international policy. Discuss these and then write an essay summarizing the reasoning and conclusions drawn.

OBJECTIVE 5

The student will diagram the organization of the United Nations.

Concept

International relations

Generalization

The United Nations provides an organization in which nations may discuss serious problems and seek reasonable solutions.

CONTENT OUTLINE

3. The United Nations
    a. Purpose
    b. Major divisions
    c. Specialized agencies

ACTIVITIES

(A) Prepare a narrative description of the structure and general rules that govern the United Nations. Also, discuss the philosophy that underlies the United Nations.

(B) Locate and/or prepare a chart of the organization of the United Nations. Use it to tell about the structure and general operation of this body. Prepare and use notes and graphic materials in this task.

(C) Develop a chart identifying and describing the various components of the United Nations. Have a student give a presentation to the class using the chart.

(Special Interest) Conduct an opinion poll to find out what people in your community think about the United Nations.

(AC) Research the specialized agencies of the United Nations and explain through oral reports how the work of these agencies affects American foreign policy.

OBJECTIVE 6

The student will explain the nature of Communist dictatorship.

Concepts

Communism, cold war

Generalization

Communism is a form of totalitarian government in which the rights of individuals are secondary to the interests of the state.

CONTENT OUTLINE

B. Changing policies for changing times
  1. Communism and the cold war

ACTIVITIES

(A) Develop a table comparing Communism with Democratic capitalism. Use three readings: Political, Economic, and Social.

(B) View a filmstrip or films and read suggested references. Discuss the meaning of Communism and list the main points on the chalkboard.

(C) Write a historical report tracing the development of Communism and the reasons for its adoption in the Soviet Union. Cite references used.

(D) Participate in an open-forum debate on the topic "Can We Live in Peace with the Soviet Union and the People's Republic of China?" Follow up on by writing a summary explanation of the nature of Communist dictatorships.

OBJECTIVE 7

The student will discuss why America began a policy of containment.

Concept

Containment

Generalization

To resist Communism, the United States began a policy of containment.

CONTENT OUTLINE

2. Communism and containment
    a. The Berlin Blockade
    b. Communism wins in China
    c. The Korean Conflict
    d. The Cuban Crisis
    e. Involvement in Vietnam

ACTIVITIES

(A) Prepare a bulletin board display for use in explaining the United States' policy of containment and for showing ways in which the United States cooperates with the Soviet Union and the People's Republic of China.

(B) Read about and report on one of the following: Stalin, Mao Tse-tung, Chiang Kai-shek, Fidel Castro, or Ho Chi Minh. Describe the relationship of each to the United States policy of containment.

(C) Consult standard reference works to tr[illegible] the policy of containment as it has re[illegible]d to events such as those included in the content outline for this section of the course. Share the results of the study with other class members.

OBJECTIVE 8

The student will name ways in which the United States seeks peace through alliances and aid.

Concept

Alliance

Generalization

The United States searches for peace through alliances and aid.

CONTENT OUTLINE

3. Seeking peace through alliances and aid
    a. NATO
    b. ANZUS
    c. Trade policies
        1. Protective tariffs
        2. Reciprocal trade agreements
    d. Marshall Plan
    e. Point Four Program
    f. Peace Corps
    g. Foreign Aid Policy

ACTIVITIES

(A) Research and present a report on one or more examples of foreign aid.

(B) Find out what kind of work Peace Corps volunteers do and share this with the class in oral and graphic formats. Take and study notes on readings and presentations of other class members.

(C) Prepare graphs and use maps to clearly convey to other class members the way our foreign aid money is spent. Also convey other ideas gained from investigating aid in different parts of the world.

OBJECTIVE 9

The student will explain America's policy toward Third World Nations.

Concepts

Detente, Third World

Generalization

In recent years American leaders have been reshaping international policy.

CONTENT OUTLINE

4. Trends
    a. Detente with the Communists
    b. Limiting nuclear arms
    c. The Third World
    d. The Reagan Administration's Foreign policy
    e. Your role in international policy

ACTIVITIES

(A) Write a report on contemporary international relations. Include those of the incumbent President to highlight recent trends under the Reagan administration.

(B) Locate Third World nations on a map and on a globe and tell the stories about the people and of United States policies relating to these areas of the world.

Discuss what you as an individual can do to aid our nation's international relations.

(C) Characterize and list Third World nations and trace United States policies toward nations so characterized. Use maps, time lines, and pictorial references such as issues of National Geographic magazine to develop a class display.

(Special Interest) Develop a proposal for a project such as: (1) sending a CARE package abroad; (2) corresponding with foreign students; or (3) adopting an orphan in a foreign land.

VOCABULARY

UNIT X - INTERNATIONAL RELATIONS

foreign policy

treaty

ambassador

consul

diplomatic relations

diplomacy

minister

diplomatic corps

isolationism

embargo

Monroe Doctrine

Dollar Diplomacy

alliance

neutrality

containment

League of Nations

United Nations

General Assembly

International Court of Justice

Economic and Social Council

Trusteeship Council

Security Council

World Health Organization

UNICEF

Secretary General

CIVICS

Section Five. Consumer Economics

Unit XI. The American Consumer

Overview

Understanding of basic economic concepts and of the consumer's role in the economic system contributes to the development of well-informed voters, workers, and consumers. It is neither necessary nor even desirable to try to present highly theoretical concepts and detailed discussions of economic institutions in the presentation of this unit of work. The intent is to teach students some basic skills and just enough of economic concepts to enable them to understand, to appreciate, and to more aptly perform their individual roles in the economic system. Students are also to be taught some basic rules for selecting a career and getting a job. They are to be encouraged to participate in learning activities which illustrate different sources of shopping information, as well as activities designed to develop skills with comparison shopping, spending plan, savings and checking accounts, and life insurance and credit buying. These experiences are designed to be directly useful, to evoke interest in continued formal and informal studies, and to provide a foundation for subsequent required and elective courses in social studies education.

CONTENT OUTLINE

Section Five: Consumer Economics (Four Weeks)

Unit XI. The American Consumer

- A. Being a wise buyer
  - 1. Sources of information
    - a. Word of mouth
    - b. Newspaper ads
    - c. TV commercials
  - 2. Comparison shopping
  - 3. Buying a specific item (car)
- B. Managing your money
  - 1. Making a budget
    - a. Fixed expenses
    - b. Variable expenses
    - c. Needs
    - d. Wants
  - 2. Savings accounts
    - a. Safe and protected
    - b. Interest earned
    - c. Deposit ticket
  - 3. Checking account
    - a. Deposit ticket
    - b. Checks
    - c. Bank statement
  - 4. Buying life insurance
    - a. Ordinary life insurance
    - b. Term life insurance
    - c. Endowment insurance
  - 5. Buying on credit
    - a. Consumer credit
    - b. Installment credit
    - c. Truth in lending law
    - d. Bankruptcy
- C. You in the world of work
  - 1. Choosing a career
    - a. Sources of information
    - b. Job description
  - 2. Getting a job
    - a. Application
    - b. Resume'
    - c. Interview

OBJECTIVE 1

The student will list buyer sources of information and general steps to follow when deciding to buy something.

Concept

Consumer buying

Generalization

Decision-making or exercising selectivity in buying is an integral part of consumer education.

- -

CONTENT OUTLINE

XI. The American Consumer
  - A. Being a wise buyer
    - 1. Sources of information
      - a. Word of mouth
      - b. Newspaper ads
      - c. TV commercials
    - 2. Comparison shopping
    - 3. Buying a specific item (car)

A - On Level, B - Below Level, C - Above Level

ACTIVITIES

(A) Choose a product and with other members of a small group prepare an advertising campaign for the product. Use slogans, scripts for commercials, and newspaper ads. Include collected examples of such forms as well as student created materials.

(B) With other members of a team of three or four members assigned by the teacher name ten items usually purchased from grocery stores and ten items most commonly purchased from clothing stores. Select items to be investigated and visit two or more of the stores. Gather prices of selected items. Compare prices of selected items. Compare costs of items that different groups obtain from different stores. Use chalkboard or overhead projector to display these. View the gathered materials and determine the best place to purchase each of the items. Cost and quality should be the criteria.

(Continued on next page)

(C) Work with two other students to make a list of ten or more things to check before buying a used car. Consult consumer magazines, consumer advisory offices in the area, and persons who have pertinent experience. Report to the class and develop a list of the things each of you think should definitely be checked before a purchase is made.

(ABC) Participate in a teacher led discussion culminating in a list of consumer information sources and an outline of decision-making procedures.

***OBJECTIVE 2**

The student will prepare a budget.

Concept

Budget

Generalization

The average American citizen is aware of the limited quantity of family income and makes every effort to plan wisely for satisfaction of needs and wants.

CONTENT OUTLINE

B. Managing your money
  1. Making a budget
    a. Fixed expenses
    b. Variable expenses
    c. Needs
    d. Wants

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ACTIVITIES

(ABC) Read the section of your text or other reference on household budgets recommended by the teacher. Examine closely the categories of wants and needs. Now prepare a household budget based upon needs, wants, and total income. Use a total monthly income of approximately $800. Compare your budget with those of some of your classmates. Cut down on some items or delete some altogether if necessary to balance. Total expenses, including any savings, should equal $800.

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***OBJECTIVE 3**

The student will identify procedures used in savings and checking accounts.

Concept

Personal finance

Generalization

Many Budget-conscious American citizens have savings accounts and/or checking accounts at banks.

- -

CONTENT OUTLINE

2. Savings account
   a. Safe and protected
   b. Interest earned
   c. Deposit ticket
3. Checking account
   a. Deposit ticket
   b. Checks
   c. Bank statement

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ACTIVITIES

(A) Invite an employee from a local bank to speak to the class on bank services. Request specific emphasis on the checking and savings accounts.

(B) Set up a "point bank". Assign points for terms found. Allow each student to make deposits and withdraw from the "point bank". To acquire points, circle all the words you can find in the newspaper that refer to bank services. Do this for two days and then have the students alphabetize the lists of words and combine them with one made by another student who has completed the activity. Together the students will define the words and use them in a sentence.

(ABC) Obtain specimen checks from a local bank and write out a series of four or five checks. Compare your checks with a model and with those of another member of the class to assure that proper procedures are used. Use checks previously written and, given a fixed amount of deposit, balance your checkbook.

(Continued on next page)

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(ABC) Visit a bank and simulate selected banking procedures.

(C) Make a collection of forms and documents used in selected bank activities and share it with other class members. Include a display of materials, demonstrations of how to use them, and explanations of the functions served.

(Special Interest) Open a savings account. Try to save ten percent of your income monthly.

*OBJECTIVE 4

The student will identify the concepts used in insurance transactions.

Concept

Insurance

Generalization

Security for the future is a basic goal of the American family.

CONTENT OUTLINE

4. Buying life insurance
    a. Ordinary life insurance
    b. Term life and whole life insurance
    c. Endowment insurance
    d. Premiums

ACTIVITIES

(A) Take a position and in a short paper develop a good argument on why you would favor or oppose a free $10,000 life insurance policy for every working American, paid for out of the taxes collected by the federal government.

(B) Tell the story of someone you know who did not have enough insurance at the time of death. What problems did that person's family have to face?

(C) Invite an insurance agent to speak to the class on life insurance. Working with other students write a summary of the speaker's presentation.

*OBJECTIVE 5

The student will differentiate between consumer credit and installment buying and define bankruptcy.

Concept

Credit buying

Generalization

The informed American citizen is aware of the limited sources of family income and makes every effort to use wise money plans in the economic community.

- -

CONTENT OUTLINE

5. Buying on credit
   a. Consumer credit
   b. Installment credit
      1. Interest rate
      2. Balance
      3. Interest
      4. Default
   c. Truth in Lending Law
   d. Bankruptcy

ACTIVITIES

(A) Work with two other students to prepare a report on either consumer credit or installment credit. Share the results.

(B) Review a film or filmstrip on credit. Write at least three advantages and two disadvantages of using credit.

(C) Work with other students to explain for the class the Truth in Lending Law. Show examples such as promissory notes to the class.

(ABC) Invite a member from the office of the Clerk of Court to discuss some cases dealing with bankruptcy. Write at least two questions dealing with bankruptcy and the answer provided.

OBJECTIVE 6

The student will write a description of a job related to a selected career interest.

Concept

Careers

Generalization

Individual careers will vary according to personal needs and abilities in addition to political and social needs.

CONTENT OUTLINE

C. You in a world of work
  1. Choosing a career
    a. Sources of information
    b. Job description

ACTIVITIES

(ABC) Go to the library and review information about a chosen career. Use either the Encyclopedia of Careers or Occupational Outlook Handbook. Write a job description and share it with two other members of the class.

(ABC) Work with other students to interview a personnel director of a local company. Determine education and training of employees there. Discuss the location of the company to determine if its location was determined by availability of labor, natural resources, housing, or other reasons. Present the gathered information in a panel discussion.

(ABC) Secure and display brochures designed by a Chamber of Commerce and work with others to design brochures emphasizing the career opportunities available in a selected geographic area.

*OBJECTIVE 7

The student will fill out a standard job application with accuracy and thoroughness.

Concepts

Resume', interview

Generalization

Individual careers will vary according to personal needs and abilities in addition to political and social needs.

- -

CONTENT OUTLINE

2. Getting a job
    a. Application
    b. Resume'
    c. Interview

ACTIVITIES

(ABC) Check a newspaper for job openings. Select three jobs you consider will be easy to get and/or of interest for other reasons. Write a resume' for a person apply for each job.

Visit the personnel office of a local company. State the purpose for the visit and try to obtain enough blank job applications to give each of your classmates two or ask if copies can be reproduced for classroom use. Complete, check, and critique one another's work. Use criteria such as neatness, accuracy, and thoroughness to evaluate.

VOCABULARY

UNIT XI - THE AMERICAN CONSUMER

advertising

budget

money

barter

legal tender

credit

check

credit card

installment buying

interest

Truth in Lending Law

saving

charge account

premium

insurance

unit pricing

career

job

work

investment

resume'

interview

job application

CIVICS

Section Six. The Law and Civil Education

Unit XII. The Law and the Citizen

Overview

This unit begins by tracing the historical origins of our legal system and then reviews roles and responsibilities of the various legislative bodies. Emphasis is to be placed upon the kinds of laws passed by legislative bodies and upon ways each body makes laws to suit the needs of the constituency it serves.

Topics such as juvenile rights and youth with special needs are expected to be of special interest to students. Attention is to be focused upon the prevailing system of juvenile justice in the State of Louisiana and the recent United States Supreme Court decisions which are slowly revolutionizing the juvenile justice system in America.

Studies are to be made of crimes, particularly those which are frequently committed by minors, and of concepts such as "due process" and "citizen participation." Students are intended to attain an appreciation of the rule of law as part of the inheritance and ideals of American people.

CONTENT OUTLINE

Section Six: The Law and Civil Education (Four Weeks)

Unit XII. The Law and the Citizen

- A. The legal system
  - 1. Origins
  - 2. Functions
  - 3. Criminal law
  - 4. Civil law
- B. Sources of law
  - 1. City ordinances
  - 2. Parish ordinances
  - 3. State laws
  - 4. Federal laws
  - 5. Administrative laws
- C. Constitutional rights and the juvenile
  - 1. Historical and constitutional background
  - 2. Youth with special needs
    - a. Wayward children and persons in need of supervision
    - b. Delinquent
    - c. Neglected children
  - 3. The juvenile court
    - a. The court as a parent (parens patraie)
    - b. The McKenner decision
  - 4. Juvenile rights
    - a. The Gault decision
    - b. The Winship decision
- D. Crime and punishment
  - 1. Felonies and misdemeanors
  - 2. Prisons and correctional institutions
  - 3. Rights of prisoners
  - 4. Getting a lawyer
  - 5. Legal aid to the indigent
- E. The citizen's responsibility and the law
  - 1. Civil disobedience
  - 2. Serving as a witness
  - 3. Jury duty

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OBJECTIVE 1

The student will explain the origins and functions of our legal system.

Concept

Law

Generalization

Society has developed laws through customs, tradition, and legislative acts.

CONTENT OUTLINE

XII. The Law and the Citizen
  A. The legal system
    1. Origins
    2. Functions

ACTIVITIES

(A) Read textbook, encyclopedia, and other references suggested by the teacher or librarian and explain how laws developed from societal customs and traditions.

(B) Give examples of what happens when games are played without rules or when there is no clear understanding of the rules. Discuss the ways these experiences relate to formulation of laws.

(C) Use library indexes to locate materials on the history of the law. Prepare with others a narrative to present to the class. Use of visual aids is encouraged in group presentations.

A - On Level, B - Below Level, C - Above Level

*OBJECTIVE 2

The student will define criminal law and civil law.

Concepts

Criminal and Civil Law

Generalization

There are two major types of law: criminal and civil.

CONTENT OUTLINE

3. Criminal law
4. Civil law

ACTIVITIES

(A) Compile lists of civil cases and criminal cases. Use a dictionary and textbooks to differentiate between these two types of cases.

(B) Use the textbook and a dictionary to locate definitions of civil law and criminal law. Collect and classify some descriptions of cases from the newspaper or other sources. Post these on the bulletin board.

(C) Interview persons who are civil and criminal court attorneys or judges about the backgrounds, functions, and recent examples of cases involving the two kinds of law. Share the findings with other class members.

OBJECTIVE 3

The student will recognize examples of laws passed by legislative bodies.

Concept

Statute

Generalization

Society has developed a system of laws.

CONTENT OUTLINE

B. Sources of law
    1. City ordinances
    2. Parish ordinances
    3. State laws
    4. Federal laws
    5. Administrative law

ACTIVITIES

(A) Discuss the kinds of laws passed by the various legislative bodies. Locate or write an example of a law passed by a city council, a police jury, a state legislature, Congress, and an administrative law-making body.

(B) Prepare with others a poster or bulletin board showing the scope of laws enacted by various agencies. This may be represented by labeled concentric circles, "Chinese boxes," a pyramid, or other forms.

(C) Develop a set of cards naming historic laws or laws prominent in recent news. Develop a classifying game to practice differentiating kinds of laws.

*OBJECTIVE 4

The student will identify rights of United States citizens under the Constitution.

Concept

Bill of Rights

Generalization

The constitutions of the states and the nation establish basic rights of individual citizens.

CONTENT OUTLINE

C. Constitutional rights and the juvenile
    1. Historical and constitutional background

ACTIVITIES

(A) Compare the rights of individuals guaranteed by the Louisiana Constitution with those guaranteed by the United States Constitution. Summarize these rights in a theme.

(B) View a film on the Bill of Rights. Explain why the Bill of Rights was needed and how it applies to individual citizens.

(C) Conduct studies then provide dramatic means to convey the nature and scope of rights guaranteed by the United States Constitution.

OBJECTIVE 5

The student will differentiate among the types of youth who have special needs in society.

Concept

Children in need of supervision

Generalization

Society needs to provide care for its youth.

CONTENT OUTLINE

2. Youth with special needs
   - a. Wayward children and persons in need of supervision
   - b. Delinquent children
   - c. Neglected children

ACTIVITIES

(ABC) Listen to a juvenile officer or judge explain what is done in your community with problem youth. Summarize the talk.

Discuss ways of avoiding trouble with the law.

Formulate a chart of "Youth Responsibilities" in the home, the school and community.

*OBJECTIVE 6

The student will research and explain legal procedures for juveniles who are accused of community crimes.

Concept

Juvenile Court

Generalization

Society has created special legal procedures for juveniles accused of committing crimes.

- -

CONTENT OUTLINE

3. Juvenile court
    a. The court as a parent
    b. The McKenner Decision

ACTIVITIES

(ABC) Research and then discuss the history of society's treatment of juveniles accused of crimes.

Listen to a juvenile court judge explain some cases and how decisions were reached in those cases. Summarize this statement in notebooks.

Make a comparison chart showing rights of adults accused of crimes and rights of juveniles accused of crimes.

*OBJECTIVE 7

The student will identify and explain recent court decisions extending the rights of adults to juveniles.

Concepts

Due process, juvenile rights

Generalization

The Supreme Court has made recent decisions extending due process to juveniles.

- -

CONTENT OUTLINE

4. Juvenile rights
   a. The Gault decision
   b. The Winship decision

ACTIVITIES

(ABC) View a film such as "In Re Gault" and explain the differences between due process for juveniles and due process for adults.

Prepare a chart of juvenile rights and juvenile responsibilities.

Review the facts of the Winship case and write a summary of the case.

*OBJECTIVE 8

The student will differentiate between misdemeanors and felonies.

Concepts

Misdemeanor, felony

Generalization

Laws are categorized as misdemeanors and felonies.

CONTENT OUTLINE

D. Crime and punishment
  1. Felonies and misdemeanors

ACTIVITIES

(A) Gather and chart national statistics on misdemeanors and felonies and relate findings to the class.

(B) Collect current news articles on crimes committed in the community and classify them as felonies or misdemeanors.

(C) Write a documented report on the effects of crime on society.

*OBJECTIVE 9

The student will explain the differences and similarities between adult prisons and correctional institutions for juveniles.

Concept

Correctional institution

Generalization

Society imposes sanctions and penalties for violation of the laws.

CONTENT OUTLINE

2. Prisons and correctional institutions
3. Rights of prisoners

ACTIVITIES

(A) Prepare a bulletin board display on crime and punishment. Include something to convey differences between prisons and correctional institutions.

(B) Identify and discuss differences and similarities between prisons and correctional institutions. Find out and tell others about such institutions in the area. Point each out on an appropriate map.

(C) Identify, document, and relate to the class the legal rights of prisoners and inmates of correctional institutions.

*OBJECTIVE 10

The student will identify methods of obtaining legal assistance.

Concept

Legal assistance

Generalization

The right to representation by counsel is a basic right within our judicial system.

CONTENT OUTLINE

4. Getting a lawyer
5. Legal aid to the indigent

ACTIVITIES

(A) Invite a lawyer to explain to the class how to choose a lawyer and how to secure free legal aid in your community.

(B) Locate the office of the local legal aid society in the telephone directory and on a map. Tell what services are performed by this agency.

(C) View a film such as "Justice Under the Law: The Gideon Case" and explain what happened to Gideon when he was without legal service.

*OBJECTIVE 11

The student will recognize the citizen's responsibility in our system of laws.

Concepts

Civil disobedience, civic responsibility

Generalization

The American System of justice depends on citizen participation.

- -

CONTENT OUTLINE

E. The citizen's responsibility and the law
  1. Civil disobedience
  2. Serving as a witness
  3. Jury duty

ACTIVITIES

(A) It is important to serve on a jury when called. Provide the class some cases to illustrate the principle of trial by a jury of peers and problems due to avoidance of service.

(B) Locate and interview citizens who have served on a jury. Invite a speaker to relate findings about jury duty to the class.

(C) Read Thoreau's "Civil Disobedience" and explain how it related to American ideals about law and justice.

VOCABULARY

UNIT XII - THE LAW AND THE CITIZEN

law

Bill of Rights

statutory law

common law

custom

tradition

crime

criminal law

civil law

tort

city ordinance

parish ordinance

state law

Federal law

juvenile

delinquent

abuse

wayward children

Juvenile Officer

Juvenile Court

due process

minor

misdemeanor

felony

correctional institution

lawyer

legal aid

Legal Aid Society

RESOURCES

State Adopted Textbooks

American Civics: Revised Edition, Harcourt Brace Jovanovich, Inc., 1974.

American Society: Inquiry into Civil Issues, 1973.

Civics for Citizens, J. B. Lippincott Company, 1970.

Civics in Action, Addison-Wesley Publishing Company, 1971.

Civics, New Revisal, Follett Publishing Company, 1973.

Corporative Political Systems, Holt, Rinehart and Winston, Inc., 1973.

Inquiring About Freedom, Civil Rights, Webster Division, McGraw Hill Book Company, 1974.

Of, By, and For the People, Benefic Press, 1973.

The Challenge of American Democracy, Allyn and Bacon, 1970.

What's What in New Orleans Government, League of Women Voters, 1975.

Your Life as a Citizen, Ginn and Company, 1976.

State Adopted Supplementary Material

American Bicentennial Kit, Society for Visual Education, Inc., 1975.

Basic Legal Concepts Series, Ginn and Company, 1974.

In Search of Justice, Charles and Merrill, 1972.

Justice in America Series, Houghton Mifflin Company, 1974.

People and the City, Scott, Foresman and Company, 1974.

Planning the Human Community Learning Module, Society for Visual Education, Inc., 1975.

U.S.A.: The Cities, McDougal, Littell and Company, 1974.

Other References

Allen, Jack and Clarance Stegmeir. *Civics: Fifty State Editions*. New York: American Book Co., 1960.

Arundel, Honor. *Green Street*. New York: Hawthorn Books, Inc., 1970.

Buchanan, Lamont. *Ballot for Americans: Pictorial History of American Elections*. New York: E. P. Dutton, 1956.

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Council of State Governments. *The Book of the States*. Lexington, Kentucky: The Council, bi-annual.

Coherty, Robert E. *Industrial and Labor Relations Terms: A Glossary for Students and Teachers*. Cornell University School of Industrial and Labor relations, 1971.

Douglas, William O. *An Almanac of Liberty*. New York: Dolphin, 1970.

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Fenton, Edwin and Fowler, Daniel H. *Problems in American History*. Chicago: Scott, Foresman and Company, 1964.

Kennedy, John F. *A Nation of Immigrants*. New York: Harper and Row, 1954.

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Lee, Baldwin. *Capitalism and Other Economic Systems*. St. Louis: McGraw-Hill Book Company, 1959.

Lyons, Thomas T. *The Supreme Court and Individual Rights in Contemporary Society*. Reading, Mass.: Addison-Wesley Publishing Company, 1975.

MacNamara, Donald E. J. (ed.). *Readings in Criminal Justice*. New York: Duskin, 1978.

Morris, Richard B. (ed.). *Encyclopedia of American History*. Harper and Row, 1976.

Moyers, Bill. *Listening to America*. New York: Harper and Row, 1971.

Ratcliffe, Robert H. (ed.). *Justice in America Series*. Boston: Houghton Mifflin Company, 1974.

Smith, Ronald F. "Adolescent Lucile: A Problem for Teachers?" *Phi Delta Kappa*, Vol. 57, No. 8, April 1976.

Terkel, Studs. Working. New York: Random House, Inc., 1972.

U.S. Superintendent of Documents. Federal Textbook on Citizenship. Our Constitution and Government. Washington: Government Printing Office, 1967.

Worcester, Donald E. (ed.). A Miscellany of History. Austin: Steck-Vaughn Company, 1970.

State Depository Films

Citizenship - General

America
America the Beautiful
American Bald Eagle, The
Battle Hymn of the Republic, The
Bill of Rights in Action, The - Freedom of Religion
Currents Events - Understanding and Evaluating Them
Democracy - The Role of Dissent
Democracy - Your Voice Can Be Heard
God Bless America
Meaning of the Pledge, The
My Government USA
National Citizenship Test
Our American Flag
Star Spangled Banner, The
Why We Have Taxes - The Town That Had No Policemen
Williamsburg - The Story of a Patriot

Citizenship - American Flag

American Flag, The - The Story of Old Glory (2nd Ed.)
Displaying Our Flag
Our American Flag

Civil Rights

Bill of Rights in Action, The - Freedom of Speech
Bill of Rights of the United States, The
Equality Under the Law - The Lost Generation of Prince Edward County
Freedom to Speak - People of New York vs. Irving Feiner
Interrogation and Counsel

Jackson Years, The - Toward Civil War
Justice Black and The Bill of Rights
Justice Under Law - The Gideon Case
Justice, Liberty and Law
National Citizenship Test
Schempp Case, The - Bible Reading in Public Schools
Search and Privacy
Speech and Protest

Civil Service

Trouble with the Law

Constitution - U.S.

Bill of Rights in Action - Freedom of Speech
Bill of Rights in Action, The - Freedom of Religion
Bill of Rights of the United States, The
Equality Under the Law - The Lost Generation of Price Edward County
Freedom to Speak - People of New York vs. Irving Feiner
Interrogation and Counsel
Justice, Liberty and Law
Living Constitution, The
Presidency, The - Search for a Candidate
Schempp Case, The - Bible Reading in Public Schools
Search and Privacy
Speech and Protest

Democracy

Bill of Rights in Action, The - Freedom of Speech
Bill of Rights of the United States, The
Democracy - The Role of Dissent
Democracy - Your Voice Can Be Heard
Freedom to Speak - People of New York vs. Irving Feiner
Jackson Years, The - The New Americans
My Government USA
Trouble with the Law

Executive Power

Ordeal of a President

Government - U.S.

Cities and Government - Governing Our Local Community
Democracy - The Role of Dissent
Democracy - Your Voice Can Be Heard
Is A Career in Government for You?
My Government USA
Presidency, The - Search for a Candidate
Schempp Case, The - Bible Reading in Public Schools
Speaker of the House - The Legislative Process
Why We Have Taxes - The Town That Had No Policemen

Law

Bill of Rights in Action, The - Freedom of Speech
Career Awareness - Law Enforcement
Freedom to Speak - People of New York vs. Irving Feiner
Interrogation and Counsel
Justice Black and The Bill of Rights
Justice Under Law - The Gideon Case
Justice, Liberty and Law
Schempp Case, The - Bible Reading in Public Schools
Search and Privacy
Trouble With the Law
Why We Have Laws - Shiver, Gobble and Snore

Political Ethics

Politics, Power and The Public School

Politics - U.S.

Politics, Power and The Public Good
Presidency, The - Search for a Candidate
Speaker of The House - The Legislative Process
Wendell Wilkie

Evaluative Techniques

Purposes of evaluation in the social studies program are to improve curriculum, instruction, and learning. Each program and course should have an overall evaluation design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an examination item. In addition, some important evaluative information about affective development or side-effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and types of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluation design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision-making when they are anticipating immediate success or failure to depend upon ability recall of huge quantities of item details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay item is admirably suited to testing ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a page or two essay discuss the G.I. Bill. Include information about time, numbers and persons involved to emphasize the long-range political, economic, and social consequences.

Example: Write a three-page bibliographic essay. Include works with contrasting interpretations of the Lyndon B. Johnson administration. Defend your choice among the positions developed by the authors included.

Short answer questions tend to be more limited in the depth of responses elicited but expand the scope of the samping of items that can be included in a single examination.

Example: Identify each of the following persons in a paragraph or less:

1. Wendell Willkie
2. John Jacob Astor
3. Marion Anderson
4. Eleanor Roosevelt

Example: Briefly describe the characteristics of a market economy.

Example: Define and contrast the functions of the legislative, executive and judicial branches of government.

Most teachers are familiar with a variety of "easy scoring" types of test items. These can vary in levels of complexity and, when carefully and skillfully framed, can assess achievement of a considerable range of objectives. Bloom's Taxonomy, which is referenced at the end of this section of the guide, provides a collection of examples to assist in developing skill in matching items and levels of objectives. Objective test items need not be limited to trivial item-detail recall. For example, objective multiple choice items may be developed so that to some extent "why" rather than simply "who, what, where, and when" responses may be required.

Example: Thomas Jefferson advocated the purchase of Louisiana because:

_______1. The vast territory would enhance the power and prestige of the United States.
_______2. He did not want Louisiana to become a British possession.
_______3. He was afraid the United States would be hemmed in by foreign powers.
_______4. All of the above.

Questions like the above may be made to require higher levels of thought by pairing with other instruction such as: State reaons or cite evidence that would support your choice. This could be made into a "DBQ" (Documented Based Question). Access to references to be used in developing a response is an important feature of this type of test item.

Questions about chronology are essential to history examinations and aspects of tests in other social studies courses. They may serve to enhance development of a sense of history and to remind students that focusing upon chronological sequences is one way of understanding the world in which we live. Such questions can be organized in various ways.

Example: Place the letter of the event which occurred last in spaces provided for each of the following:

_______1. (a) Battle of New Orleans
(b) Treaty of Ghent
(c) Capture of Washington, D.C.

_______2. (a) Surrender of New Orleans
(b) Burning of the State Capitol
(c) Battle of Mansfield

Example: Select and place beside the listed events the letter of the period that shows when the listed events occurred.

(a) 1560-1700, (b) 1700-1750, (c) 1750-1800, (d) 1800-1850

_______1. Crozat's grant
_______2. Louisiana Purchase
_______3. Founding of Fort Maurepas
_______4. Louisiana transferred to Spain
_______5. Donaldsonville became the Capital of Louisiana

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this type of test item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

Example: Look at the reference map(s) and respond to the following by placing the letter of the correct responses in the spaces provided.

_______1. Which area is hilly? (a) Claiborne Parish, (b) Cameron Parish, (c) East Baton Rouge Parish, (d) Lafayette Parish.
_______2. Which area has climate most suitable for growing wheat? (a) Mississippi, (b) Florida, (c) Kansas, (d) Massachusetts.
_______3. Which one has the densest population? (a) Maine, (b) Wyoming, (c) Pennsylvania, (d) Louisiana.

Example: Look at the reference map(s) and respond to the following:

1. Mark the portion of the outline map to show where you would most likely find hardwood forests.

2. Where would you most likely find the locations of old antebellum plantation homes? Why were they located as they were?

3. Why are Monroe, Shreveport, Baton Rouge and New Orleans manufacturing centers?

If there is a clearly thought-out overall evaluation design and if a variety of types of instruments and examination items are used, pupil skills and understandings of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of types of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

Suggested References:

Berg, Harry D. (ed.). *Evaluation in the Social Studies*, Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benhamin S. (ed.). *Taxonomy of Educational Objectives: Cognitive Domain*. New York: David McKay, 1956.

This reference work includes a collection of test item examples at several levels of recall as well as levels of comprehension application, analysis, synthesis and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher made tests.

Buros, Oscar K. (ed.). *Social Studies Tests and Reviews*. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the *Mental Measurements Yearbook* and in *Tests in Print*.

Krathwohl, David (ed.). *Taxonomy of Educational Objectives: Affective Domain*. New York: David MaKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of test item examples keyed to an array of intermediate level objectives. Both volumes were developed under the aegis of American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G. (ed.). *Developing Decision-Making Skills*. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping write test items using the models provided.

Morse, Horace T. and McCune, George H. *Selected Items for Testing of Study Skills and Critical Thinking*. Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. "*How To....*" Series, Washington, D.C.: National Council for the Social Studies.

These six to eight-page practical guides to many classroom tasks include a number useful in writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers" provides arrays of test items examples by subject areas. It also has selections on standardized tests and on designing tests with multi-ethnic components.

APPENDIX

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

I. Reading social studies materials at appropriate grade level	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	** **	** **	** **	** **
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	** **	** **	** **
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Use intermediate directions, as southeast, northwest				*	**	***	** **	** **	** **	** **	** **	** **	** **
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	** **	** **	** **	** **	** **	** **	** **
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
6. Understand the use of the compass for direction					*	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	** **	** **	** **	** **	** **	** **	** **
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	** **	** **	** **	** **	** **
9. Use parallels and meridians in determining direction					*	**	**	***	** **	** **	** **	** **	** **
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	** **	** **	** **	** **
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	** **	** **	** **	** **	** **	** **
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use map vocabulary and key accurately			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
8. Use longitude and latitude in locating places on wall maps					*	**	***	** **	** **	** **	** **	** **	** **
9. Use an atlas to locate places					*	**	**	***	** **	** **	** **	** **	** **
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	** **	** **	** **	** **	** **
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	** **	** **
12. Consult two or more maps to gather information about the same area					*	**	***	***	** **	** **	** **	** **	** **
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	** **	** **	** **	** **	** **	** **
14. Trace routes of travel by different means of transportation			*	**	**	***	** **	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	****	****	****	****	****	****
16. Read maps of various types which show elevation					*	**	***	****	****	****	****	****	****
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	****
18. Learn to make simple sketch maps to show location			*	**	***	***	****	****	****	****	****	****	****
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	****	****	****	****	****	****	****	****	****	****	****
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	****	****	****	****	****	****	****	****	****
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	****	****	****	****
4. Determine distance on a map by using a scale of miles					*	**	***	****	****	****	****	****	****
5. Compare maps of different size of the same area					*	**	**	**	***	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	** **	** **	** **	** **	** **
7. Compute distance between two points on maps of different scale					*	**	**	**	***	** **	** **	** **	** **
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	** **	** **	** **
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	** **	** **	** **
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to use legends on different kinds of maps			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	** **	** **	** **
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	** **	** **	** **	** **	** **
5. Interpret the elevation of the land from the flow of rivers								*	**	***	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** **
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	** **
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** **
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	** **
9. Learn to translate dates into centuries						*	**	***	** **	** **	** **	** **	** **
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to arrange personal experiences in order	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Learn to figure the length of time between two given dates					*	**	**	***	** **	** **	** **	** **	** **
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	** **
6. Understand and make simple time lines				*	**	**	***	** **	** **	** **	** **	** **	** **
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** [illegible]
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** **
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

D. Read newspapers, magazines, and pamphlets with discrimination	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

3. Use the card catalogue to learn that:	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways—by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
B. Write with clarify and exactness	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**

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